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ABSTRACT

Papers contributed by the conferees and members of the staff of the Office of Education are organized into seven subject areas: (1) problems of urban education and school library services; (2) interrelating curriculum and school library supervision in large cities; (3) school library services for culturally deprived children and youth in large cities; (4) school library services for gifted children and youth in large cities; (5) provision of school library personnel in large cities; (6) financial support for school libraries in large cities; and (7) guidelines for action. Specific urban areas used as examples in some of the papers include New York City, Pittsburgh, Los Angeles, and Philadelphia. Participants in this conference included personnel from the boards of education of the public school systems of the 20 largest cities; school library supervisors, school administrators, and curriculum directors from 16 of these cities; six state school library supervisors; and the president and executive secretary of the American Association of School Librarians. A list of their names and addresses is appended. (JD)

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SCHOOL LIBRARY SUPERVISION IN LARGE CITIES

Proceedings of a Conference Under the Auspices of the U.S. Department of Health, Education, and Welfare Office of Education, September 23, 24, 25, 1964

Edited by MARY HELEN MAHAR
Specialist, School Library Supervision and Services

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
John W. Gardner, Secretary
Office of Education . . . . Harold Howe II, Commissioner

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Foreword

LIKE OTHER ASPECTS of education in the very large cities, the provision of school library service is burdened with many difficulties. A conference to examine and suggest solutions for these problems was held in the U.S. Office of Education, September 23, 24, 25, 1964. This publication is the report of the conference.

Personnel from the boards of education of the public school systems of the 20 largest cities (1960 census) were invited to participate, and 16 of these cities were represented by school administrators, school library supervisors, and curriculum directors. Six State school library supervisors and the president and executive secretary of the American Association of School Librarians also attended. The papers and panel presentations were contributed by the conferees and by members of the staff of the Office of Education. Among special problem areas the following were emphasized: Relating school library service to special programs to improve urban education; coordinating school library supervision with the complex administrative and curriculum staff organization of large city boards of education; providing library services and materials for culturally disadvantaged pupils, and for the gifted; staffing school libraries; interpreting needs in financial support for school library service.

On the suggestion of city school library supervisors, this conference was planned by Mary Helen Mahar, Specialist, School Library Supervision and Services, Office of Education, with the assistance of Helen B. Sattley, Director, School Library Service, New York City Board of Education, and M. Bernice Wiese, Director of Library Services, Baltimore Public Schools. Grateful acknowledgment is extended to speakers and participants for their services.

PAXTON P. PRICE,
Chief,
Library Services Branch.

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C

I. Problems of Urban Education and School Library Services

Major Problems of Education in the Large Cities With Implications for School Libraries

Samuel M. Brownell, Superintendent of Schools, Detroit

THE PROBLEMS OF SCHOOL LIBRARIES in large cities are those which stem from the fact that these schools are in large cities and those which relate to the school libraries and the services they render.

1. Let me indicate some large city school problems.

   (a) Overcoming an educational deficit and moving ahead at the same time.

   (b) Adjusting to a changing population situation which includes the full range in ability of people, but an increasing percentage of those needing special attention, plus an increase in the numbers of lower income groups.

   (c) Having a decreasing tax base and greater difficulty in enlisting community leadership to secure adequate support.

   (d) Meeting the pressures for immediate elimination of school inadequacies related to racial discrimination.

   (e) Maintaining the "common school" as important to a democratic society.

   (f) Retraining school personnel to keep up with changing conditions.

   (g) Modifying the administration of school systems so that school employee organizations may contribute most to school and school employee welfare.

   (h) Maintaining a public image of the job of school employees that will encourage a desire for their adequate remuneration and provide home reinforcement of schooling.

As I look at the city scene I conclude that—

—More and more of the people in the city need the kind of opportunities and experiences which will make up for deficiencies in their home and schooling.

—More and more of the people in the city need to be stimulated and motivated and encouraged to improve their capabilities.

—More and more of the people in the city need to find ways to have the perspective on the contemporary which comes from reading.

—More and more of the school staff need systematic and thorough reeducation on their role in the city school community.

These are my conclusions. But what is the attitude of these persons who live in the city whose background of experience, activity, and living conditions differs from mine? Do they have the desire to change their ideas and attitudes? Do they want their children to have the same values, the same perspectives, the same desire to keep on learning that I think is important? Is the gap between their living and mine one which I can bridge or they can bridge?

As I meet with individuals and groups in the disadvantaged areas of the city, I continue to be impressed with the universality with which there is expressed the request or demand that good quality, adequate schooling be made available now. The dissatisfaction with any less than the best for their children now is the solid base for improvement on which we can and must build.

2. There are special problems of city school libraries which in some instances make it possible to do things not possible in smaller communities. Here are a few problems I notice—

   (a) Library facilities in older school buildings.

   (b) Adequate professional staffing and the use of technicians or youth aides.

(c) The volume of purchasing and book processing leading to the use of central ordering by data processing, preparation of catalog cards, and mechanization in preparing books for schools.

(d) Extension of school library hours and use for circulating books.

(e) Relation to city library system.

(f) Relation to specialized audiovisual, museum, and other services.

(g) Inservice improvement of school librarians.

(h) Selection of books to serve the broader clientele. What criteria shall decide if a book belongs in a school library?

These you will discuss and utilize your expertise in moving to their solution. May I suggest that in your discussions you be realistic in relating possible solutions to the total city school problems. Many of our problems would diminish *if* we had more money, more trained personnel, more space and books, and more community understanding of our problems. Our progress will depend on our finding ways to operate with fewer dollars and fewer trained persons in terms of present standards in order to make school libraries provide increased service.

How School Library Supervisors of Three Cities Are Contributing to Solutions of Educational Problems

NEW YORK CITY

Helen R. Sattley, Director, School Library Services, Board of Education of the City of New York

THE BIGNESS of metropolitan school systems is the factor most responsible for administrative frustration in program planning.

In New York City with its five boroughs and its more than a million public school children, the division of much or the administrative responsibility has for many years been organized through its breakdown into 25 school districts. Each school district is in charge of an assistant superintendent responsible for the elementary and junior high school administration and the implementation of curriculum in his district. Senior high schools are under assistant superintendents located in the senior high school division at board of education headquarters. The assistant superintendents in the field have a staff of curriculum coordinators which has gradually been expanding in the last 10–12 years to include specialists in reading, mathematics, community education, and since 1956, school libraries.

While implementation of curriculum is carried on in the field, the development and approval of curriculum come from headquarters. The development of such curriculum takes, however, a two-way path—experimentation is done in the field; teachers from the field are brought in for preliminary discussions; some are brought in to develop drafts of curriculum bulletins, and this material is sent out into the field for discussion and experimentation. After all this preparation, the bulletins are eventually written. Final approval of publication must come from headquarters, formerly from the board of education, now from the superintendent. After approval, the bulletins are printed.

For 5 or 6 years, there has been discussion about greater decentralization. Studies have been made and recommendations given for such decentralization of administration, curriculum, ordering of supplies, and other services, but no single plan has so far been adopted. What decentralization would mean to offices like the Bureau of Libraries raises many questions. At the present time this Bureau, the Bureau of Audiovisual Instruction, the Textbook Office, and the Bureau of Curriculum Research are all within the Division of Curriculum Development under an associate superintendent. There is cooperation and coordination of these offices in curriculum development and implementation. Therefore, the library program is as a matter of course a part of the curriculum. To be sure, it is a matter of constant vigilance on the part of the Bureau of Libraries to see that it is! But it is.

If the curriculum were decentralized and each school could teach what its own particular faculty wanted to teach, or if the city were divided into several large districts, each quite autonomous, would there be several bureaus of library, one each for such a district? Would there be several centers where book evaluations were carried on and recorded instead of one? Would the same reviewing be duplicated in the several centers? Would there be a centralized cataloging center for each district? The questions go on and on. Many people feel, however, that even though greater autonomy is given schools and districts, such service centers as libraries and audiovisual instruction will remain central services for the city as a whole.

As far as curriculum is concerned, the mobility of the student body, another large city problem, is bound to call for some kind of overall city unit. For example, the *Sequential Levels of Reading Growth*, developed by the Elementary Division in 1963, was intended in great part to meet the needs of children who may attend two, three, or four schools within one year and to aid the teachers in schools where one-half the student body will have changed by the end of the school year. Unless schools keep to some continuity throughout the city, these children and these schools will be continually repeating what they have already learned or be leaving great gaps of learning untouched.

To turn again to the library setup within this large city framework—the Bureau of Libraries is headed by a director and since September 1963 has had an assistant director at each of the three levels, senior high school, junior high school, and elementary. Our present plan—and the present budget—call for 3 supervisors under the assistant director, for senior high schools, 3 for the junior high schools, and 4 for the elementary, plus 1 for the 400 and 600 schools which are the special schools. The technical services department is headed by an assistant director with a supervisor of technical services and one for central cataloging.

If we can have this staff, we can begin to provide the supervisory and consultant service we want to have. Up to now, and even now, the administrative and book selection responsibilities—the central integration of library work and books with all parts of the curriculum, and a tremendous building program in which we take a very active part—have kept our supervisory function curtailed. We feel this curtailment is a very serious mistake, and believe that within the next few years it will be corrected.

The supervision of elementary school libraries has been more successful than at the other two levels because we have had 25 district librarians, one assigned to each of the superintendents in the field. Since the Bureau has conducted an inservice training program 2 days a month for these district librarians beginning in 1956, it has been close to their work in the elementary schools of their districts. They have also served the junior high schools, but since these schools have had librarians and, until 1962, the elementary ones did not, it was to the elementary schools that the district librarians gave their greatest attention. Through district meetings of principals and assistant principals, through consultation with individual school principals and staff, and through district meetings of the teachers in charge of the libraries, they have carried the Bureau philosophy of good school library service. Continually they have brought back to the Bureau ideas for modifications and changes which have enriched the total city program. The city schools now have 464 library positions in their elementary schools, all but 11 having been added within the last 3 years.

The junior high school libraries, which formerly had a fixed schedule program, changed to flexible scheduling in the fall of 1963. This change has enabled the Bureau of Libraries and the junior high school division to carry on a new orientation program in the use of the library which is revitalizing the library services in these schools and helping them to become more meaningful to the total school program.

A central cataloging system has been added to the Bureau in the last few years which eventually will make the catalog cards for all of the elementary and junior high schools of the city.

The Bureau of Libraries publishes the *School Library Bulletin* seven times during the school year. This is a four-page bulletin which is distributed free of charge to all elementary and junior high school classrooms. Five copies go to each high school. Excerpts from and information about books, reproductions of book illustrations, bibliographies on special subjects and articles on library matters are included in this publication. It forms a bridge between the headquarters' office and the schools.

This then, briefly, is the organization of one large city school library system which has endeavored, through its structure, to meet some of its "big city" problems.

PITTSBURGH

Agnes Krarup, Director, School Library Services, Pittsburgh Public Schools

IN PITTSBURGH, School Library Services is responsible for books, pamphlets, and periodicals, while the separate Audiovisual Department supplies nonbook materials. Textbooks, both basic and supplementary, are purchased by the Division of Curriculum and Research and are handled in the school by the book clerks. We have 101 school libraries: 22 in our high schools, and 79 in our 89 elementary schools. This number may sound small; yet, Pittsburgh unquestionably falls into the large urban category. We have all of the problems that plague our largest cities with some special economic difficulties of our own. Our approaches to these problems are not too different from yours. We have team-teaching on a large scale, compensatory education, advanced placement, and television teaching. Over a million dollars has been spent on educational projects in our schools since 1959 either in direct grants from foundations or in experimental programs in cooperation with our universities. We are now completely reorganizing our vocational-occupational and technical education; we are looking toward an educational park; we started the Pittsburgh Scholars Program at the eighth grade in 15 centers this fall; and we are entering the first phases of an extensive plan for upgrading reading achievement.

While we face the vexing complications of a city school system, we are still small enough to maintain easy communication with one another at the administrative level. When our staff of superintendents and directors, numbering around 40, meets, no one feels any inhibitions about speaking up.

Our administrators encourage wide expression of opinion and I have always thought that the Director of School Libraries has an obligation to contribute her thinking. Just as an expert school librarian has an overview of the entire program within one *building* and more than a speaking acquaintance with every subject in the curriculum, a director of school libraries has an interest in everything that goes on in a school *system*. So because I am both interested and vocal, I was invited about 4 years ago to a mountain resort where a planning group of eight from our staff spent the weekend considering with Dr. Alan Blackmer how our school system might meet the needs of the top 20 percent of our students. That was the beginning of what is now called the Pittsburgh Scholars Program. A year or two later I was in a group of about 20 to thrash out what elements should be included in a complete program of educational improvement for our city, and last year I was again invited to participate in a weekend retreat where decisions on our middle school and on our O–V–T (occupational, vocational, technical) schools were reached. What I am saying is that though the Director of School Libraries is a specialist in her field, she is a generalist in many facets of education, particularly the subjects of the curriculum. She can help solve the problems of urban education *better* if she is included in planning sessions. I am happy to say that I have been so included, not only in the overall planning, but right down the line to the point where I was one of three who wrote the final plans for upgrading reading achievement.

These plans are a little too lavish for full implementation immediately, but we have started. This fall our newly appointed storyteller began her work with preschoolers and parents of preschoolers in certain deprived neighborhoods. An experiment in informal reading at the kindergarten level will be tried in 10 schools during the second semester and extended in scope another year, if successful. Our biggest step and best hope at this minute though, are our reading clinics. We are going to have a completely equipped reading center with three satellite reading clinics strategically located to serve all schools.

When our administrators invite me to think with them at the citywide planning level, they are not merely expecting that I shall contribute to the discussion; they are confident that I shall be a better Director of School Library Services. As someone has said, "You do a better job as a librarian if you know what everyone else is up to." Stimulating as these activities have been, they have occupied only a small portion of my time; the larger share is spent constantly trying to raise the quality of our library services to students and teachers. You need no reminding, I am sure, that librarians day after day serve and guide *children* whether deprived or favored. Children, in turn, appease their own hungers daily without fanfare at our library shelves.

We work also on a broad scale as we deliver good library service to the support of experiments as well as of the regular program. Little happens in education that is not reflected immediately not only in our school libraries but in public libraries. If you could only know the cries of dismay that are going up from one end of this Nation to the other because curriculum related demands, like a tide, are submerging the services that public libraries habitually give to adults. Public librarians would like to be able to satisfy both the students and adults, but running as fast as they can, both school and public librarians are hard put to keep up.

Let me select some examples of experiments from Pittsburgh. This fall some 665 of our eighth-grade students entered the 15 schools designated as centers for the Pittsburgh Scholars Program. A school librarian was assigned to work with the scholars curriculum committees this past summer. We now must buy from a long list of adult social studies books for the seven elementary schools and some of the eight junior high schools. We are glad to do this, although the newer programs soak up library funds at a geometric rate of progression. We must also supply advanced books in science and mathematics, but it is in English that we are perhaps going that one step farther. Our English supervisors want to break away from literature anthologies, and we are in hearty agreement with this philosophy, expensive as it is for us. We approve of the reading of whole books; we also like to see small group reading and discussion of trade books.

The curriculum committee wrote the kind of course that uses whole books with the understanding that one novel or play or poetry collection would be bought as a core book for each unit and that library services would supply the group reading. We had set a precedent for this in an experiment with the University of Pittsburgh called the Curriculum Continuity Demonstration from which there have developed ungraded English classes for superior students in many high schools. These also called for group reading. Library Services bought sets of four copies of each title 3 years ago, and we have been moving them from school library to library on schedule, expecting the school librarian eventually to buy the needed duplicates from her budget. We give extra sums to each school for special courses but we shall probably be behind for 5 years.

This year we are one of 28 centers where the United States Office of Education is financing an experiment in reading. Twelve first-grade classes will have no basic readers of any kind—not even single copies of different basic readers; 12 will work with the Scott Foresman readers and all of their aids. Library Services will supply each classroom with 25 titles, to be placed in the school library at the end of the project.

One thing that becomes clear is that when a system is engaged in many experimental projects within a semester after the new content and techniques have been introduced, the projects are no longer within the selected classrooms or schools. Other children want to be included in the stimulating activities their friends describe; teachers begin to assume that an experimental technique is now the approved method. For example, when teachers of our advanced placement classes in English began to ask their students to read *critical* materials from several sources on a single author as well as to read in depth in their chosen author's works, teachers in other grades adopted the same method and books of this type were sucked from our library shelves as if by a vacuum. This use is wonderful really, especially if curriculum directors support our requests for more book funds. The 19,000 volumes on the shelves of our Allderdice High School Library could use a sudden infusion right this minute of 200 or more books of critical material. As it is, the library appears anemic to students who are not, in making this demand, interested in how well we might meet this need on some other subject or on some other day. To them the shelves are bare when someone else has taken out what they need. When young people come to us seeking critical material, we are not in the position of the farmer who could say to the book salesman, "I've got a book."

Thus I have come to the point where school libraries not only help solve the problems of urban education but are, in their desperate need for space, staff, and materials, one of the problems.

LOS ANGELES

Mrs. Mildred P. Frary, Supervisor in Charge, Library Section, Los Angeles City Schools

DR. BROWNELL HAS DISCUSSED the problems confronting school library supervisors in our very large cities. Los Angeles is looking ahead with some assurance that many of them will be solved through the centralized services of our library section. We have been fortunate in having the support and encouragement of our superintendents and our Board of Education in developing these services. They have allowed funds for personnel and special equipment steadily over the years. When the problem of volume went beyond what we were physically able to handle, they understood and financed the services of commercial firms to catalog and process books. With something of a library revolution in the air, we are concerned as supervisors with the traditions and attitudes of our librarians that must adjust to new services and rapid change.

The staff of our central office lives in a ferment of educational change. The library section is part of the Instructional Services Division. This division includes the curriculum branch and other instructional materials services. This relationship allows us ease of communication and district policy requires the inclusion of one of our staff on curriculum councils and all curriculum committees. With many special programs coming into being and State and Federal funds creating larger and larger orders, we feel a constant sense of urgency to streamline library detail and move the books into the schools.

When a centralized service is developed and some of the procedures that prevent materials from reaching schools in good time are overcome, the staff must take care that in moving materials more rapidly and in changing procedures, it does not move its mountain into the schools before the librarians understand what is happening. We have learned that before we go into any new procedure, we have a long-range program of changing attitudes and calming fears that, in removing some library tradition, the world will collapse. Our supervisors have developed a sixth sense and have become excellent at ferreting out some small detail that might defeat the librarian in the school.

Some large concepts are of major concern to us. They are familiar to all large city school supervisors since they live at the top of this ferment of change. In the past few years, we have found that in order to meet the problems Dr. Brownell has outlined, we have a sales job to do with our librarians in the following areas.

The Concept of What a Library Is and Does

Our libraries are built on a standard plan that is as difficult to turn off as the magic of the sorcerer's apprentice. They are traditional in housing all the library books in the school and in circulating books. We have only one librarian in each secondary school regardless of size and it is very difficult for her to get out of her four walls. New methods of teaching are pushing out walls, introducing new kinds of materials, extended days are preventing the librarian from leaving the library safely locked behind her. After one year of an extended-day program with added staff, concern seemed to vanish. Our next step is to move into an evening program where we will find ourselves involved with students from other schools in our community and adult education students.

The Concept of the Location of a Library

Our superintendent has asked that all new libraries be planned with access to the street and have facilities independent of the main school plant. This plan will enable us to open libraries after school hours without opening the entire school. The library will no longer be the center of the school plant and students will not stumble over it. The students will have to make a point of going there and so the program planned for their orientation and general use must make the library attractive and necessary to their academic life. Our librarians will have to double their efforts to work with teachers since this library will not necessarily be convenient to the day classes.

The Concept of Circulation of Library Books

The school librarian traditionally teaches a student how to find a library book. She does not simply hand it to him. All school librarians live with the inner conviction that as long as the books are housed in one central place where she can keep an eye on them, they are safe from theft and vandals. As the collections grow in our old schools, we find that we do not have enough shelving. Even if we could substantially enlarge our libraries, we would not have enough space, and access to books during the crowded schoolday would not be ideal. Our supervisors believe that remodeling libraries is not the only answer. We know that we will have to duplicate materials to leave the central library intact, and where necessary and possible, develop satellite collections or classroom collections to take care of immediate and special needs.

Additional staff will be needed to handle this program efficiently. We are reasonably sure that multiple copies of assigned material will solve some of our problems with the public library. In addition to convincing the librarians that better service might be achieved by decentralizing collections, we have to plan teacher education in relation to such a project. We need to evaluate our circulation procedures to make certain that we are not limiting students' access to books. The slow reader really needs the book put into his hands. The day may come when a student will order a book from his classroom and it will be delivered to him there. I have received only raised eyebrows at the mention of this possibility. I believe that anything can happen in view of the volume of students and books we will have to manage in the future.

The Librarian's Concept of Her Work

Librarians graduate from library school with a vision of a standard library where all children read and the building is perfect. Our supervisors find that they must soften the shock of those who must take assignments that seem less than perfect. They have to instill in them a kind of missionary spirit that will make their work with "difficult" students and "difficult" schools effective. Although we have studied book selection for all kinds of students, we have just begun to understand ways of working with disadvantaged and transient youth, racial minorities, and students who cannot read. All of these need librarians with enthusiasm and imagination and a depth of understanding. I do not really blame the librarian who feels he cannot handle this type of position. I can only hope that our best librarians will want to give it a try.

Concept of Automation

Someone has given me a card saying, "Automation is here to stay. Are you?" Like other librarians who feel comfort in an orderly step-by-step routine that can be carefully revised, I feel that eventually I will be swallowed up by a machine. Data processing is solving the problem of ordering books for us. All of our volume orders are now on IBM and it has eliminated much of what the typewriter and the adding machine used to do for us in a pedestrian sort of way. Since the machines can devour more, we can place larger orders. We have added staff to do longer order lists. With longer lists and more money, the one librarian in the school has reached a limit to wise book selection without professional help. It is possible for our own efficiency to demand too much of a school. Initially, the librarians showed reluctance in the physical handling of IBM cards. Some could not trust a clerk to mark the cards for mark sensing. Others continued to type out records of orders although an IBM confirmation arrived in due time. IBM has not reduced our staff. It has eliminated the need for unskilled positions and increased the need for skilled clerks and librarians. There is less supervision of staff and more supervision of routines and projects.

We have learned that IBM has limitations and that we could be using dated methods unless we constantly evaluate each step. Our next step is to work with the district's computer. Our answer to storing our business information may be tape. This gives an entirely new image of a catalog department. The catalog department is already using the IBM 870 Document Writing System for the reproduction of stencils and for original catalog cards. This system allows easy reproduction of a set of cards for an individual school. One of the most difficult operations for a large central service is the handling of a single title for a single school. Once a book has been cataloged, a set of punched cards carries the information that reproduced the standard traditional catalog cards and shelflist cards on three slave typewriters.

The "Do-It-Yourself" Concept

Centralized services are designed to relieve the librarian in the school from routines which would take time from her work with children and teachers. There is a point where the centralized service can become a bottleneck. Budget increases, State and Federal funding of programs involving books, and many new libraries created peak times for us that threatened to erase the benefit of our services. We order and catalog for all levels and process for the elementary schools. As our volume grew, we turned to commercial services for some of our orders. The trials proved successful and we contract for cataloging and processing for the colleges and processing for the elementary and secondary schools.

The secondary school librarians were not all in favor of relinquishing the opportunity to process their own books. Not all of our schools have able student assistants or full-time clerical help. Even if some did, we felt that their time could be better spent. We know some schools are reprocessing and others are typing all new book cards because the commercial ones are white and not pink. We are learning to face the tasks we cannot do economically ourselves, and we really do not want to add endless staff and buildings to handle a job done efficiently commercially.

These are concerns that are familiar to city school library supervisors and mentioning them may be personal therapy rather than a step toward solving our problems. The supervisors in our library section feel that there are answers to our problems if we move carefully and are willing to give up some traditional routines that may not mean very much in relation to the importance of getting books to children and young people. Once we are convinced that a new procedure is good, we call in a representative, and preferably outspoken, group of our librarians and ask their opinions. If the decision is to go ahead with the procedure, then we consider the attitudes of all 121 of our librarians and try to help them adjust to new ways and new thinking. The end result is the union of the student and the book—at the right time.

II. Interrelating Curriculum and School Library Supervision in Large Cities

Principles of Interrelating Curriculum and School Library Supervision

Elenora Alexander, Director of Instructional Materials Service, and Alberta Baines, Assistant Superintendent, Houston Independent School District

THE GUIDING PRINCIPLES for successfully interrelating curriculum and school library supervision, as set forth here, are formulated on the premise that the primary objective of school library supervision is the improvement of instruction. Following is a statement of these principles.

Channels of communication are kept open between the school library supervisor and others responsible for the development, production, and implementation of the curriculum.

When information flows freely among those concerned with curriculum, a climate favorable to interrelating curriculum and school library supervision is created. The responsibility for keeping these channels open must be shared jointly by the supervisor of libraries and the curriculum director. Neither can abrogate his obligations in this area without choking off the free flow of interaction which is vital to the understanding, the cooperative planning, and the completion of the assigned tasks.

With the explosion of knowledge since World War II, completely new courses or radically changed courses are evolving in each academic area and new courses demand new materials. When channels of communications are closed, vital new materials are not in place when needed and other valuable new materials which pour into the library center and the individual school library may never be used. Therefore, this principle is basic to all other principles which follow.

The school library supervisor participates actively in curriculum development.

The school library supervisor or his representative is a member of curriculum committees and shares in the responsibility of these committees. As a member of the team he assists in the research necessary before the basic philosophy of the curriculum can be formulated. Because he is aware of proposals under consideration, he begins assembling and bringing literature on the subject to the attention of the group. And since all publications cross his desk on their way to the school system's professional library collection, he is in a position to initiate discussion of innovations about which he has read in current educational books and periodicals.

The school library supervisor encourages the library staff to assume leadership in the development and interpretation of the curriculum in the local school.

Since the school library supervisor is responsible for the performance of school librarians, one of his major roles is to develop their skills for functioning in curriculum in individual schools, just as he himself functions at the administrative level. The school library supervisor calls upon the curriculum staff to assist him in developing the leadership ability of the school librarian. This leadership role of the school librarian is often overlooked by the librarian, as well as by the individual school faculty. When the librarian fails to fulfill this important function in the individual school, curriculum development and implementation are less effective.

The school library supervisor works closely with subject matter and grade level directors and supervisors in order to provide for a mutual interaction of respective programs.

In a large system, with many supervisors working with different grade levels and subject areas, it is imperative that the supervisor of libraries work closely with each supervisor. These two areas of supervision are really two sides of the coin. The grade and subject supervisors determine the goals of the course, the units to be covered, and the teaching techniques to be employed, while the library supervisor locates the materials and identifies the research skills which will enable the goals to be reached. Frequent conferences with coworkers and attendance at their respective meetings with principals and teachers are vehicles for the exchange of ideas and objectives. The knowledge gained in these encounters is in turn transmitted to school librarians on the one hand and to teachers on the other so that common understandings are reached at the school as well as at the administrative level.

The school library supervisor serves as a resource person in the use of materials, in the development of library skills, and in other areas of competence.

His special library education, his advanced study in curriculum development and educational administration and supervision, and his familiarity with library materials, both in the traditional and newer media, qualify the library supervisor for this responsibility. His experience as a school librarian and as a teacher add to his broad understanding of instructional materials and their use. However, the supervisor and his colleagues in curriculum often overlook the fact that the library supervisor may well have other competencies, since he usually has had many other experiences. He presumably had an undergraduate major in a pertinent field, or he may have a hobby which is pertinent to the work at hand, or he may be an experienced traveler. Whatever his background, education, or experience, he should be expected to serve as a resource person in other areas as well as specifically in library services.

A central materials collection is available for use by curriculum committees and supervisory staff.

A central collection of instructional materials available to curriculum committees is vital to the development of each course of study. The foundation of sound curriculum development is an extensive collection of educational materials carefully selected to serve the purposes advocated by those charged with the responsibility of curriculum design. The central materials collection contains professional literature which curriculum committees and supervisors consult in order to gain insight into and understanding of curriculum issues. Resources for the learner which can be incorporated into the educational program are also a part of the central materials collection. Accessibility of resources for the learner is often a determining factor in whether or not they are included in courses of study or brought to the attention of teachers in meetings with their supervisors as the occasion requires. The collection of these educational materials cannot be left to chance. The school library supervisor must be charged with the responsibility of examining, screening, selecting, and purchasing the materials which most adequately fulfill the purposes which each course is designed to meet.

Individual school library collections and services provide comprehensive support to the curriculum.

The central collection of materials is essential to the building of the curriculum, but even more essential is the individual school library. To base units of instruction on certain materials which are not immediately available to the pupils in the classroom is to negate the careful planning of the central committee. It is not enough for the books mentioned to be available somewhere in the district; they must be in the building where they can be utilized when needed.

Individual school collections should be in a central library, rather than in room libraries. No individual classroom can house the many volumes of books required for a basic collection. Because the individual teacher is not prepared to develop an adequate collection, the school librarian must assume this responsibility under the direction of the supervisor.

As soon as the school library supervisor becomes aware of contemplated curriculum changes, he alerts the school librarians. With their assistance he makes provision for the inclusion of appropriate new materials in the individual school libraries prior to the time they will be needed to cover new topics being introduced, new knowledge gained, and new approaches in teaching. Equally important is the withdrawal of out-of-date materials and those which advocate methods of instruction no longer favored.

The school library supervisor works with school librarians, teachers, principals, other administrators, pupils, and parents in developing wider and more effective use of materials.

Developing a rich experiential curriculum is the initial step toward a vital classroom experience for children and youth. To fully implement the basic purposes, all professional personnel, as well as parents, should be oriented to the purposes, the philosophy, and the point of view of the new or revised courses. Part of the orientation is assisting librarians, teachers, principals, other administrators, parents, and the pupils themselves to use the school library collection more effectively. If the new curriculum is based on an extensive collection of carefully selected materials, then it is imperative that the collection have wide circulation at the appropriate time and at the appropriate grade levels. The library supervisor initiates the activities that will not only acquaint school personnel, parents, and pupils with the collection but will encourage more extensive use in relation to the stated purpose of the curriculum.

Classroom visits are made by the school library supervisor in addition to visits to the school library.

Classroom visitation is one of the activities through which the school library supervisor can demonstrate his interest in more creative use of the school library. The degree to which materials are contributing to classroom experiences can be evaluated by observing student performance in the classroom. These visits also enable the school library supervisor to determine what resources and skills are required in achieving classroom objectives. In the first place, he will find some classes using familiar materials and techniques in a new way. For these pupils and their teacher he offers encouragement and praise. In other classes he will find lackadaisical interest in what should be exciting materials. For them the supervisor has suggestions for better use of materials. He may discover activities that should be shared districtwide or he may find deficiencies which require inservice education for teachers and librarians. The supervisor may wish to demonstrate skills in the classroom or library which will assist the local staff in improving services to meet the local conditions.

Subject and grade-level supervisors work in coordination with individual school librarians for proficient use of library materials in individual classrooms.

Implementation of the curriculum is the task of the individual teacher under the direction of the subject or grade-level supervisor. To augment classroom experiences appropriate to the units taught, the subject-matter supervisor must work coordinately and cooperatively with the school librarian and the individual teacher.

Courses of study include provision for the use of appropriate research tools and techniques.

The explosion of knowledge is as characteristic of late 20th century as the population explosion. No child now in school can learn all the information he will need to live and work in the foreseeable future. Much of the information which will be needed as he enters his chosen career is not now known. What can the curriculum provide that will be of permanent value? Emphasis at each grade level and in each subject area must be on the tools of research and the skills and techniques of their use. The pupil must learn certain basic facts and information, but the emphasis should not be on memorizing facts. Rather it should be on where and how to find the desired information. It is no longer practical to have separate library lessons to learn how to use the library and then to have a subject-matter teacher bring a group to the library to do research for reports. The writing of the report should be the method for teaching the use of the library. To that end, the basic tools and techniques of research must be included in every curriculum guide and must be taught jointly by the teacher and the librarian.

The tendency to view use of the library and of materials other than the textbook as extracurricular is likely to prevail unless these tools and techniques are woven into courses of study as essentials in the teaching of the subject. The school library supervisor, when conferring with writers of curriculum bulletins, points out appropriate places for the inclusion of lists of pertinent resources and the practical application of skills in logical sequence. This practice does not preclude a separate curriculum bulletin designed to develop library skills and techniques throughout the grades. The one supplements the other.

The relationship of the school library to the instructional program is clearly demonstrated.

The school library should be an extension of the classroom. Observation lessons can show how teachers and librarians work together in developing student interest in books, in providing for individual differences, in teaching library skills, and in helping students to gather information for individual or group assignments for a unit of study. Presentations made jointly by teachers, librarians, and principals in workshops or institutes can illustrate the objectives of the library period, including classroom preparation for the library period, what happens during the library period, and the followup in the classroom. Other topics which can be discussed in these meetings to further an understanding of the role of the school library as it relates to the curriculum are the relationship of the library to the reading program, the use of the school library in extending classroom instruction, and various ways of developing appreciation for poetry and other forms of literature. Inservice telecasts devoted to any of the foregoing topics, when viewed and followed by discussion during a faculty building meeting, tend to increase understanding on a broader scale.

Continuous research projects are undertaken to develop more effective techniques in the use of materials and library facilities in improving instruction.

In a forward-looking school system, research projects for the improvement of instruction are continually underway. It is to be expected that research projects will be undertaken to improve present practices in relating the library to instruction, to discover new techniques, and to use other techniques and practices in a new way. Studies can be undertaken in a few schools to determine what effect the use of instructional materials and the school library have on instruction. If the results of such studies are favorable, efforts will be made to extend the programs to all other schools in the system. For example, a program might be designed for a limited number of schools to show the relationship between the independent reading of library books and the growth in reading achievement of underachievers in the second grade. If this research project demonstrates that pupils reading independently made marked progress, other schools will be encouraged to try an independent reading program.

The interrelation of curriculum and school library supervision is the responsibility of both the curriculum director and the supervisor of library services. Mutual respect for the competencies of the members of each staff promotes the sharing of ideas, materials, resources, and pertinent experiences. These statements of principles are an attempt to foster this cooperative effort.

Administrative Patterns Conducive to Sustained Cooperation Between Supervisors of Curriculum and Libraries in the School District of Philadelphia

Clayton E. Buell, Assistant to the Associate Superintendent in Charge of Junior High School Curriculum, School District of Philadelphia

THERE MUST BE a very close relationship between administrative patterns and the problems that they are designed to solve. The problems, in turn, are usually rooted in historical procedures and backgrounds.

I will describe administrative patterns that we used recently in Philadelphia to reduce problems on the use of school libraries for curriculum purposes. The local curriculum-library problem in our junior high schools was based directly in procedures of long standing. There was a very limited amount of money provided for library books with a resulting lack of books in the libraries and a lack of use of school libraries by teachers for curriculum purposes.

Teachers of various subjects were not able to make full use of the libraries with their classes because of the practice of scheduling all seventh-grade classes to the librarian once a week for a term, for library orientation purposes. In effect, this practice closed the library to use by teachers with their classes many periods per week because the librarian had full responsibility during these periods for teaching orientation lessons to the seventh-grade classes. Recently, this practice of scheduling classes to the librarian was changed by administrative directive, and libraries were opened up to the teaching of different subjects in this special-purpose room. Now the subject teacher and the librarian can work together in using the library and its resources to teach subject matter in a more effective manner.

Because the scheduling of classes to the librarian in the past resulted in restricted use of the library by classes with their teachers, teachers did not learn from experience the full potential of the library for curriculum purposes. Thus the major function of the school library supporting the curriculum was curtailed.

This was the background against which administrative patterns were designed recently to encourage teachers and librarians to make better use of the library in the teaching of the curriculum. Three problems emerge that must be given attention: (1) How should books that relate closely to the curriculum be selected? (2) How can the best books be purchased and placed on library shelves? (3) How can teachers be helped to accept responsibility for getting the books used by their pupils?

Problem 1. How should books that relate closely to the curriculum be selected?

The logical group to oversee the selection of library books that relate to a curriculum is the committee that developed that curriculum. Consequently, committee members and librarians are asked to work together to compile a selected list of books.

For example, in a recent course of study, *Geography of the Eastern Hemisphere*, for use in Philadelphia seventh grades, library books that related to the work being studied were placed at the end of each topic in the guide. Thus teachers were given a bibliography of good library books that could be used to enrich the material being studied by the pupils.

As another example, the list of library books for collateral reading in junior high school English was compiled by a small subcommittee of two librarians, four teachers, and a vice principal, serving under the direction of the overall curriculum committee in English. This subcommittee read hundreds of books very carefully and compiled a bibliography containing good books that would not give offense to any group of pupils. The list was balanced along different lines: boy-girl; high-medium-low reading levels; adventure, romance, animal, sports, biography, poetry, and other categories.

The titles of library books listed in courses of study were designed to make the subject more teachable. These lists inform teachers which library books relate closely to what they are teaching in each unit. Thus teachers can encourage pupils to read selected books. But teachers must be assured that these books are available in the school library.

Problem 2. How can the right books be purchased and placed on the library shelves?

Librarians must be encouraged to purchase books that relate to the curriculum. An allotment of additional money was given recently for the purchase of library books that would help in the teaching of several courses of study. To insure that this money would be spent as intended, a special requisition form was prepared, containing all titles that were selected by the committees mentioned above. This special requisition served to limit these purchases to books that correlate with the course.

An annotated bibliography was provided to each librarian to guide in the selection of books for their library. Each school then chose books from the list. Thus librarians provided the books that teachers were likely to use in enrichment activities with their pupils.

Problem 3. How can teachers be helped to accept responsibility for getting the books used by their pupils?

At meetings of all junior high school principals the importance of getting teachers to make proper use of the library was stressed.

A *Guide to the Teaching of Social Studies* for use of all junior high school teachers of social studies stresses the proper use of the library by teachers and their classes. Here the emphasis was placed on the teaching of social studies in the library so that the special resources of the library can be used in teaching the subject. Suggestions are given in this publication on how the library may be used effectively in other ways as well. Library orientation may be accomplished through the teaching of social studies material when the teacher and librarian work together.

For teachers of all other subjects, a pamphlet called *Choosing Appropriate Techniques* places a similar emphasis on the function of the library and the various uses all teachers in the school might make of it with their classes. This publication will be studied by all teachers in all junior high schools during the current year.

* * *

These are the steps that have been taken with several courses of study in the junior high schools of Philadelphia. Both teachers and librarians were involved in the plan to make the library more effective in curriculum work. The patterns devised by the administration served to reduce the problem that existed because of past procedures by giving genuine help to both teachers and librarians.

Dorothy P. Nassau, Director of Libraries, School District of Philadelphia

OF THE FIVE ASSOCIATE superintendents in the School District of Philadelphia, three concerned with the library program are those in charge of elementary education, secondary education, and curriculum. In the division of libraries, the school library supervisors are directly responsible to the associate in charge of secondary education. However, when it is a question of personnel or book funds for the elementary schools, the school library supervisors deal with the elementary school office. Our liaison with the curriculum office is through the three assistants, one for each level of the school system. The chain of command, therefore, is both direct and indirect, both vertical and horizontal.

There is no written policy regarding cooperative practices for all these lines; perhaps there should be. However, there is a great deal of communication and cooperation, and I shall cite some of the practices which are in operation.

Cooperative Practices

1. There is library representation on curriculum committees both to see that *use* of the library as a teaching tool is mentioned and to help with enrichment bibliographies.

2. The library supervisors work with subject-area supervisors in the schools to help with material for resource units.

3. All new courses of study are sent to the division even though division personnel may not have been directly involved in the writing. The library supervisors then urge the librarians to purchase the books listed in the guides and to buy other enrichment material.

4. The curriculum office sends the librarians the bibliography pages from a new course of study before it is ready for distribution to the teachers so that the librarian may have the books on hand when the course is started.

5. The curriculum office notifies the professional library when courses are to be revised, or new ones written, so that we may order material for the committee to use.

6. The division of libraries always asks the chairman of a new course of study to introduce it at a meeting of the librarians. The library supervisors also ask directors of the various divisions to meet with them to discuss their programs.

Mr. Buell, assistant in charge of junior high school curriculum, managed to get a large sum of money for books to supplement four new courses. He then called a meeting of the librarians to explain requisitions for these books. Our central cataloging department will supply all the catalog cards for these books. We may obtain extra personnel through the division of commercial and distributive education's work-experience program (or the antipoverty bill) to aid with the processing in the schools. We have been working with that division for almost a year to provide one library page for each secondary school for 3 hours a day.

7. The school library supervisors speak at faculty meetings; work with department heads in schools and speak at department meetings; organize book fairs in schools, with the cooperation of other areas of instruction.

8. Our supervisors also work on television programs, presenting books for review. These books are selected from the official collateral reading list.

9. Our book selection, in the broadest sense, involves cooperation with curriculum. Books, in general, are chosen because of curriculum enrichment. The book review committee at the elementary level always has members who are specialists in various fields, such as science, social studies, and always has at least one representative from an elementary school with seventh and eighth grades.

10. The central cataloging department is compiling its own list of subject headings to tie in with the curriculum. A committee working on this is composed of elementary and secondary school library supervisors and junior high school librarians. Later, these headings will be submitted to representatives of the junior high school curriculum for comments.

11. The teachers in the junior high schools brings their classes to the library for orientation or a specific lesson, because the libraries are the rooms best equipped for library instruction, and the teacher always accompanies classes when they come to the library.

12. The division of audiovisual and museum education asks us to review any film relating to library practice which they consider ordering for circulation to the schools.

13. The superintendent's staff meetings can also provide means of cooperation. The meetings are attended by all the principals, supervisors, and administrators and, thus, offer an excellent opportunity for the initiation of any specific idea. Information presented leads to questions and opens up new areas of service.

14. The universities-related program at the elementary level is an exciting one. In one section of the city the higher educational institutions have a very close relationship to the school, providing a coordinator and offering financial

assistance. In one of the new schools to join this program the literature collaborator will use the library collection for the literature program. The multimedia approach is coming into existence in these schools. Committees of subject specialists, classroom teachers, librarian and supervisor work on a unit. Our elementary supervisor prepares lists of resources and bibliographies. When a unit has been written, introduced, and completed, a copy is sent to the central professional library and to the curriculum office so that it may be available for citywide use.

15. Our secondary supervisor, as a member of the committee for the new geography course of study, is working with one school and its librarian to set up a sample vertical file of emphemeral material that will serve as a model for other schools in the city.

16. A committee of the board of education has recently published its report and recommendations on nondiscrimination in the schools. Subcommittees on sites, curriculum, and teacher training met with representatives of all city groups desiring to be heard. The final report contains recommendations that our school libraries should meet State and national standards.

* * *

The library should relate very closely to the curriculum. Most of our library activities do, although there are some library services and some book titles that are noncurriculum related, such as those concerned with recreational and general reading, hobbies, and special interests.

The examples mentioned above show that we have some established practices in interrelating school libraries with curriculum. It is my belief that, with our new superintendent and the increased interest in school libraries, we shall be able to find new and more numerous methods of cooperation, whether these be incorporated in written statements, or continue to be indirectly initiated by interested persons.

III. School Library Services for Culturally Deprived Children and Youth in Large Cities

Educational Problems of Culturally Deprived Children and Youth

Carl Marburger, Special Assistant to the Commissioner for Disadvantaged Youth, Office of Education

DISADVANTAGED YOUTH, alienated adults, and children with limited backgrounds are certainly not a contemporary phenomenon. They were, however, until the 1940's, dispersed throughout the rural areas of the country or living in ghettos small enough or insignificant enough so that they could be and were effectively overlooked or ignored. World War II with its fantastic manpower demands and subsequent automation of agriculture drastically modified that condition. The ebb and flow of the rootless which began during the depression swelled to become a major population shift as rural families by the thousands congregated in the large cities. By 1950, 1 child in 10 in those great cities was considered to be a child with limited background. By 1960, this figure had grown to one in three and the projection for 1970 is that one child in two will bring varying degrees of disabling disadvantage to the school.

Who are these disadvantaged? They are the millions of Americans who have been systematically deprived of equal educational, economic and civic opportunities, by discrimination, prejudice, exploitation, and by a growing indifference to social responsibility to our democratic society. They are the millions of Americans who have congregated in the inner cities of our great cities. They are the millions of Americans struggling for existence in the rural areas of the country. They are the "Invisible Poor" in Dwight MacDonald's terms, those on whom both times and good years have no effect. Constant depression is their lot. They are the families in which always exists the common denominator of "not enough"—not enough income, information, marketable skills, education, and experience.

In such families are parents who have high aspirations for their children or they are parents who are oblivious to educational opportunities when they do exist. Typically, their children are not enrolled in kindergarten. They miss this vital preparation as well as most of the preschool experiences which are common in the middle-class home. The youth from these homes are children who all too often reflect:

- Indifference to responsibility
- Nonpurposeful activity
- Poor health habits
- Inadequate communication skills
- Limited experience of the sort expected by the school—responsibility, meaningful independence, contact with social cultural, political ideas, and institutions
- Little mastery of reading skills
- A failure syndrome resultant from apathy, poor adult models, community and neighborhood indifferences—a total experience which offers no precedent for success.

The lacks of these children and youth are reflected in schools by—

- Lower achievement rates
- Lower intelligence test scores (not innate intelligence or latent potential but *scores*)
- High failure rates
- Poor attendance
- High incidence of behavior difficulties
- High dropout rates

As a consequence, these youth have poor employment skills and potential, limited motivation toward and understanding of civic responsibility, and high incidence of dependent citizenry or marginal earning capacity.

In recognition of these facts, the superintendents and board of education members of the 14 largest cities, with financial support from the Ford Foundation, began a series of demonstration projects, on the hypothesis that the problems of disadvantaged youth can be effectively and economically solved by:

- Development of a program of education adapted to the needs of these children
- Modifications in the organizational patterns within the school
- Proper selection and utilization of personnel
- Improved utilization of instructional equipment and materials
- Involvement of parents of the community in the educational program

Crucial to the success of such programs is the commitment of the educators to face realistically the mid-20th century problems of education, not by avoiding them in fortress administration and fortress classrooms, but by direct attack upon all conditions that impinge upon and delimit the success of children in school. Harold Taylor states this approach unequivocally in discussing the education of the whole child:

> The educator must go to the root of the matter, and he must deal with the whole child. The root is in the social and economic conditions in which the child exists. The educator must deal bluntly with those who support the residential segregation of the colored people and the poor. He must fight those who wish to profit in real estate at the expense of the children. He must think of education as a total process, in which the conditions of society deeply affect the child's mind, the level of his achievement, and the range of his possibilities. The curriculum, the classroom, the guidance office are instruments for dealing with one part of the child's life. But they do not and cannot function in a social vacuum.
>
> Nor is it permissible any longer to say that the social environment of the child is not the problem of the educator, that it belongs to city planners, social workers, economists, housing experts, or society. It belongs to everyone, but most of all to the educator. The educator is not a personnel manager, an administrator, an organization man, although his work involves organizing, managing, and administering. He is a social and intellectual leader, and he begins to exercise his leadership when he recognizes the conditions of his society and brings to bear upon them the force of a humanitarian philosophy.[1]

With this philosophical base, many cities are evolving programs which are designed to meet the educational problems of disadvantaged children and youth. Some of these promising practices indicate recognition of those problems and some potential directions for large city school systems—organization and curricular modifications; examination of the role of the school; intensive inservice and preservice education of teachers in working with the culturally disadvantaged; preschool programs; parent involvement, and school service in the evening; special reading instruction, and enrichment and remedial programs.

Both prevention and remediation are a part of each program, with prevention the dominant theme throughout. Preventive approaches are relatively inexpensive, in the long run, and far more effective, efficient, and human. Rehabilitation, attempting to give each youth what he properly needed as a child, is expensive in every way and leaves too much undone and unrepaired. Eventually we should gear our school systems so that the need for rehabilitation is as rare as the presence of preventives is today.

Each school system needs to have a commitment to the principle of compensatory education. Educators and citizens have long recognized the need for compensation in the form of a different and additive educational experience for the physically and emotionally disadvantaged youth. Only recently, however, has such compensation been sought for those youth who have less opportunity to successfully complete school because of cultural, experiential or economic limitations. Many programs have been designed to compensate for the lacks in the lives of such youth. This compensation, plus courageous educational leadership and new ways of creatively facing the issues of today and tomorrow, can enable us to begin to eliminate disadvantage through education.

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[1] Harold Taylor, "The Whole Child: A Fresh Look," *Saturday Review, Education Supplement*, December 10, 1961, pp. 42–43.

Language Problems as They Relate to Improving Reading Habits of the Disadvantaged

Warren G. Cutts, Specialist, Reading, Office of Education

CONCERN throughout our land for the culturally and educationally disadvantaged is mounting daily and is being expressed in a variety of ways. Yet, in no other area of human growth and development is this concern more keenly needed than in language development—both oral and written. The necessity for overcoming language problems of the disadvantaged should be readily apparent to every thoughtful educator, since the inability to express oneself and to understand the ideas expressed in the speech and writings of others is the greatest barrier to success in school. It is also one of the greatest handicaps to leading a useful, productive life in a modern society.

For these reasons, a major problem in large cities throughout the United States is to discover ways to help culturally and educationally deprived children to acquire more adequate communication skills. (Not that they cannot talk to one another.) They have developed their own substandard English to an almost enviable degree of proficiency. In fact, they use it quite often as a means of preventing us from invading their privacy; sometimes as an expression of the burning resentment they feel toward outsiders. We see this in the Pidgin English of Hawaii, in the "scat" language of Cleveland's Hough community, and in the broken English and Spanish of Harlem's Puerto Rican colony.

Sympathetic understanding is required if we are to deal adequately with the linguistic and emotional needs of culturally different youth. Such understanding can come only through direct contact with these boys and girls; and, it is obvious that our teacher-preparation programs have been grossly inadequate on this score in preparing teachers to work in slum schools. I am confident that the same unfortunate commentary is true for school librarians. We must understand that children from Negro, Puerto Rican, Indian, and Mexican families are not devoid of culture just because their culture is different. All children, whether white, brown, black, or tan, come to us with *something* even though they may have no books and though they may lack some of the cultural elements which we have come to regard as essential in our middle class society.

Successful programs for the disadvantaged have typically involved enrichment of environmental background, utilization of specially prepared materials, smaller classes, and additional teacher personnel. Dr. Brownell is a realist and one of our most respected administrators, but I was just a little disappointed to hear him close his splendid address yesterday on a somewhat negative note—telling us in effect that we must not only make do with what we have, but that we must also be prepared to do an even better job with even less financial support. I would readily agree that we may not always be doing our best in every case, but I am also confident that if we are going to eliminate the problems perpetuated by slum schools we must be prepared to expend far more for education than we have ever done before.

It is my sincere belief, however, that much *can* be done with what we already have. In my opinion, nothing in education is quite so important as the individual teacher, and the same comment applies to the individual librarian. Spend a day with me in a Cleveland school. I can take you to classrooms where slum kids are responding like scholars under the magic touch of masterful teaching and where the same young people in the very next class degenerate into a snarling, noisy mob, not even remotely resembling the attentive group observed a few minutes earlier.

What can the school librarian do about the language needs of disadvantaged children? How can she join hands with the classroom teacher in meeting and relieving this problem? First, she can make the library the most attractive, the most inviting room in the school. The school library should be a place where every pupil feels welcome. He must see it as a place where he can satisfy his curiosity, where he can find the answers to almost any questions, and, most importantly, a place where he can experience deep satisfaction and endless delight with books, under the skilled guidance of a friendly, understanding adult.

Mrs. Frary has told us that books are to be used—that if there is not room for them in the central library to send them out to the classrooms. I could not agree more completely. It is far better to lose an occasional book than to have a library full of books which are never opened by boys and girls.

This may sound presumptuous since most of you have had far greater experience in libraries than I, but I cannot resist the temptation to point out that the best loved books are those which receive the most wear. How many times have you seen boys and girls swarming toward the shelves in search of a new friend? Which book do they take first—the beautiful new one with the shiny cover? Sometimes, yes, of course; but more often, the first books to find their way to the checkout desk are those with worn covers and dog-eared pages—books that other children have read with enjoyment. You may think these books are chosen by name rather than the appearance of their covers, but I would still maintain that a worn appearance is the best possible endorsement of a book for children. So, let's encourage boys and girls to handle books and to use them, even if it means a lost or damaged book from time to time.

Next, and perhaps this is the keystone of success as either teacher or librarian, there must be a genuine appreciation of each boy and girl as an individual. They must be made to feel wanted and worthy. We must bolster their feelings of personal worth through both our words and our behavior. These youngsters have a marvelous capacity for detecting sincerity as well as any lack of it, so in my opinion teachers and librarians who don't truly respect children should never attempt to work with them.

Librarians can also help by visiting classrooms and sharing books with the pupils. Nothing will cause a run on an exciting book more quickly than reading excerpts from it, perhaps stopping in the middle of a suspenseful passage, then telling the boys and girls where they can get the book. Story hours in the library can also provide a marvelous opportunity for culturally deprived children to broaden their language experience. This is especially helpful for the children in the lower grades, many of whom have no library period. I think my main plea is that librarians help young childen acquire a love for books.

Another aspect of library service concerns me greatly. I have always been upset when I visit schools in which the library is not open to pupils throughout the schoolday, including the lunch period. As a matter of fact, I think the library should remain open for business from a half hour before the first period until at least one hour after the last one. This may necessitate the use of more library assistants, but I am confident the personnel problem could be worked out. I also think the library should be opened at night, on Saturday mornings and on a half-day schedule throughout the summer. It would cost more money, but think of the rewards. To me the library is the heart of the school. Let's keep it beating longer and stronger.

I also wish more libraries might adopt an "open stack" policy and provide scores of individual study carrels for students—especially at the high school level.

We have only begun to scratch the surface in the development of more suitable reading materials for the disadvantaged. They must have stories which to them represent a "slice of life." Otherwise, books to them become weak, insipid things that limp along with lackluster plots. Books for the disadvantaged do not have to be lurid or vulgar, but the language must pack a wallop; it must be vibrant and alive. We need more writers like Richard Turner, who is familiar with inner-city life in the raw and who approaches subjects of interest to disadvantaged youth in a frank and honest manner.

Meanwhile, I wish that a group of librarians and teachers would take the time to try out books on slum kids of all ages in order to compile a complete, annotated bibliography of "Graded Books for the Disadvantaged." These would represent stories found to be appealing to boys and/or girls at each age level. Perhaps such a list might be started by determining the most popular books in slum school libraries by means of circulation card records. In my opinion, such a study would produce a wonderfully useful aid to teachers and librarians and would be worthy of financial support by the Office of Education.

As we think about suitable books for the disadvantaged, I don't believe we should lose sight of the need for transitional as well as basic books. In other words, we need books that will not only meet his basic needs where he is, but books that will take the disadvantaged child beyond himself—both in terms of reading difficulty and experience. For example, I have known an English teacher who gave credit to junior high school pupils for reporting on a "Tarzan" comic book, provided the next report was on Kipling's *Jungle Book*, and credit for "Superman," provided the next report was on the biography of a real superman like Jackie Robinson or Lou Gehrig.

Obviously, the challenge is great. There is too much for anyone to do singlehanded, but I am confident that administrators and classroom teachers can rely on school librarians as a most respected and valued ally in our efforts to overcome language problems and improve reading habits. These are essential steps in the achievement of first-class citizenship for all our youth.

Library Materials for Culturally Deprived Children and Youth

Norma M. Dolezal, Supervisor, School Department, Cleveland Public Library

THE LIBRARIAN'S GOAL OF PROVIDING the right book for the right child at the right time has taken on a new and deeper significance as she tries to fulfill the needs of culturally deprived children. Estimates which place one of every three children in urban areas in this category emphasize the magnitude and importance of the problem which challenges city schools as we try to educate these young people for constructive participation in society and a full realization of their own potential. Certainly no child is more deserving of individual attention and reading guidance by the librarian than one whose cultural and educational experiences have been limited. To serve him successfully, the librarian and teacher must work in very close cooperation, recognizing, understanding, and respecting the existing culture of the child's family, and building on that as they introduce him to printed and audiovisual materials. They must also provide the motivation to read, for this is rarely given in a home where parents, also, would be termed culturally deprived, and where books, magazines, or newspapers are not present. This close rapport between the child and librarian is of paramount importance at all grade levels, but particularly so at the elementary level where reading interests are first developed and where the child may be helped to an early adjustment to his school.

If we are to serve these children adequately, we must recognize that they fall into the same groupings as all other children: the slow learner, the average, and the child of superior intelligence. They have many of the same reading interests and needs as all children, although lack of reading skills and limitations of their economic and social environment place restrictions on the materials which they can understand readily. They need books in which they can identify themselves, and books which fire their imagination. Family, school, and sports stories, animal and humorous stories appeal to them as they do to all children. Attractive illustrations and good print are especially important to the child who has not grown up with books in the home.

Our first responsibility is to provide books which the child is capable of reading. Therefore, we may need to include in our collections more books which may not meet the high literary standards which we would like to maintain. We will use adapted editions of some books, even though we may cringe in doing so. However, if the child is to have a feeling of achievement rather than failure, it is important that we have materials which have meaning for him, written at his level of comprehension. We must conduct a constant search for materials of high interest and low vocabulary, with mature situations having special appeal for the inner-city child, for we must capture the reader before we can guide his reading. We must not, however, fail to challenge the culturally deprived child of high potential whose difficulties with the mechanics of reading may obscure his latent ability.

Because the culturally deprived child is more realistic and has a greater comprehension of many aspects of daily living than the child of average middle-class background, some traditional reading may seem to lack reality for him. If we can first introduce him to books with social circumstances not completely alien to his own environment, we may gradually guide him toward others which will broaden his horizons. *It's Like This Cat, The Girl From Puerto Rico, Trouble With Terry, Mary Jane, Trouble After School,* present situations not unfamiliar to him. There are not yet enough good books with urban setting to which he can relate.

Biographies, stories, and audiovisual materials about his own minority group are important in helping instill a feeling of pride in his cultural heritage. *Captain of the Planter, Marya of Clark Avenue, That Dunbar Boy,* and *Mary McLeod Bethune* are typical of books which may be used in this way. We need more stories of ordinary families, dog stories, and mysteries in which Negroes or other minority groups are introduced naturally as major or minor characters, not to illustrate a minority problem.

Coming from disorganized homes marked by insecurity, transiency, numerous problems of family living, and little incentive for education, the culturally deprived child frequently has established behavioral patterns different from those of the urban community. He needs help in learning to study, listen, follow directions, and acquire the manners, speech, and habits which will make him acceptable and comfortable in various situations of life. We need to use more easy books of etiquette, simple books to teach study habits, and practical books of housekeeping, family living, child care, and cookbooks for the child who must assume much home responsibility while the mother works.

Migrants from Southern rural, mountain or mining areas are not prepared for the many differences they find in the crowded, confining conditions of an industrial city. They and their children feel oppressed by lack of "elbowroom" and need books to help them in adjusting to the complexities of urban life.

Books of humor and imagination and tall tales which take him away from his surroundings are important to every child. In this type of reading the picture-book format of the Dr. Seuss books, *The Five Chinese Brothers,* or the new illustrated book of *Casey at the Bat,* is not objectionable even to the older reader. The ridiculous, or "way-out" story has a universal appeal which bears little relation to age, grade, or background.

The culturally deprived child needs books which will help him understand himself and his place in society, help him adjust to new situations, help him recognize his problems and his opportunities, develop assurance and self reliance, realize the importance of good human relations, and acquire an appreciation of other cultures. He should be guided to vocational materials in fact and fiction directing him not only to the ordinary occupations familiar to him, but encouraging him to raise his aspirations to enter new fields of employment which an automated economy has opened.

The child whose life has given him little association with cultural influence requires a special introduction to books of music, art, plays, and poetry. They can be more meaningful if related to enrichment experiences of trips to a concert, museum, play, or library. Particularly in the fields of science and social studies publishers have produced much material geared to the child with limited vocabulary or limited background. Individual titles and books in series, such as *Landmark, We Were There, Basic Science Education, Real People,* and *Junior Research Books,* supplement classroom teaching and help develop perspective and understanding. The *First Book Series,* covering a wide range of subjects, is useful at all levels.

Perhaps the greatest single need is for books of fact and fiction at the senior high level where it is difficult to find books of depth and substance for the mature student who continues to have difficulty in reading. Under the auspices of Community Action for Youth, an experimental summer institute for potential dropouts demonstrated the ability of culturally deprived youth to discuss with animation such subjects as the forces of good and evil and the power of knowledge, as they read material adapted for them from Dante's *Inferno* and Plato's *Republic.* Unfortunately, little comparable followup material could be found at a level these young people were capable of reading. This same group needs magazines of quality with articles related to their experiences. *Scope* is helpful, but I understand there is another, *City Life,* in the planning stage which will be more closely allied to their background of urban life.

The librarian must exercise the greatest ingenuity in the use of materials with the culturally deprived, adapting what is available, and reexamining existing materials for new values. In Cleveland we have found the previous editions and the current revision of *Reading Ladders for Human Relations* invaluable. This is a basic tool for working with teachers and students in developing understanding and in changing attitudes. Books based on experiences of acceptance and rejection, adjustment to new places and situations, different patterns of family living, and experiences of growing up help the student to understand his own problems and sensitize him to the differences and similarities among people.

In Cleveland, several special grants have permitted studies and extended services to the disadvantaged. The Hough Community Project, implemented by a Ford Foundation Grant, was one of the Grey Areas Projects of the Great Cities Program which made a concentrated study of the educational needs in a densely populated section of the inner city, and experimented with practices which have since been repeated in other areas of the city. Librarians attended the workshops which focused attention on the special methods adopted in the reading improvement program in the junior high schools, adapting some of these techniques to their library instruction. Under this program, transitional classes of seventh graders were given particular attention in the library, and talented students were scheduled for an extra English period in the library for discussions of underlying themes in books of quality. Both groups became more articulate, gained in understanding, and lost their indifference and hostility as they discussed *William* by Guy and *Red Badge of Courage*. Book talks took on a new aspect as they related books to a typical day in the child's life, encompassing good grooming, personal relationships and attitudes at home and school, study habits, child care, table and telephone manners, home responsibilties, and dating. The children were encouraged to take home practical books of home repair or cookbooks which would help their parents.

Another grant provided for a pilot program of Saturday morning sessions for the improvement of communications skills of eighth-grade children with recognized needs in this area. These sessions presented an excellent opportunity for the librarian to work with individual students, introducing vocational information and library materials on letter writing, speech, telephone etiquette, and vocabulary building. The program was planned by teachers, guidance counselors and librarians ,with local college students assisting with interviews and questionnaires.

I would be remiss, indeed, if I did not speak of the importance of close cooperation between the school and the public library and emphasize the need for introducing the culturally deprived child to the public library for use beyond his school days. A present program whereby classes for school dropouts are brought to the main library regularly for study of vocational materials and exposure to other reading is a valuable contribution to young people from depressed areas.

Money cannot be considered the solution to problems of work with culturally deprived, but certainly it can help supply library materials needed to broaden the horizons of children with limited or different cultural experience. Such materials are needed in quantity to serve an increasing number of borrowers, and require frequent replacement since the children who use them have not had home training which develops a respect for books and their proper care. Any school program devoting attention to the culturally deprived should make provision for purchase of additional special materials for the library as well as the classroom.

Librarians working with the culturally deprived have distinct obligations, a few of which are—

- To alert publishers to areas in which there are needs—not for textbooks or readers, but for enrichment reading.
- To be vocal in stressing financial needs for additional suitable materials.
- To cooperate with citizen's committees focusing attention on educational problems of the disadvantaged.

- **To place first emphasis on the child, and then on the book, for ours is the responsibility not only of improving learning, but improving living.**
- **To dispel the feeling of futility of the librarian and teacher working in the inner city—and inspire them with zeal to meet the challenge.**

Horace Mann referred to education as the great equalizer of the condition of men . . . the balance wheel of the social machinery. By their concentrated efforts in working with the culturally deprived, librarians have the opportunity to help that wheel maintain its proper balance.

Mrs. Alice C. Rusk, Acting Head, Bureau of Library Services, Baltimore Public Schools

IT IS MY PREFERENCE, in discussing library materials for inner-city children, to think of these children not as culturally disadvantaged. If we must label them at all, other than as children, I should like to use the phrase, "culturally different." And "different" does not mean better; different does not mean worse; different means *different*.

In spite of great technological advances and increasing emphasis on visual and auditory activities, ours is still a highly verbalized society. The person whose culture places little emphasis on the verbal is, therefore, at a great disadvantage when he comes up against the accepted norm of the American way of life. Many of our inner-city children, particularly those newly arrived from rural sections of our country, function poorly when they are thrust suddenly into an urban environment where the word is the thing.

Typically we find these children lacking in the communication skills of reading and writing. Listening skills may be poor because these children are strangers in a strange land, listening to a strange tongue. They are often reluctant to talk because they find themselves speaking in ways which are unintelligible to the persons spoken to and because they may be ridiculed about their unorthodox speech habits. But we have a definite obligation to these children and it is our responsibility as educators to take these children at the level where we find them, with the culture they have, and go on with them from there.

Most of my teaching experience has been with such children and I have found that, once one gets behind the omnipresent grade level with its overtones of impending doom, one finds children with the normal variety of abilities, who respond to friendship and help and soak up experiences like dry sponges from understanding and sympathetic instructors. It is my belief that the key to having effective, useful materials is the provision for capable, understanding and energetic librarians in the library of *every* school to interpret their use.

These inner-city children who are culturally different from our accepted norm have the same basic needs of all children, needs so well expressed by May Hill Arbuthnot in her definitive work, *Children and Books:*

1. The need for security; material, emotional, and spiritual
2. The need to belong; to be a part of a group
3. The need to love and be loved
4. The need to achieve; to do or be something worthy
5. The need to know; intellectual security
6. The need for change: play
7. The need for aesthetic satisfaction

To satisfy these needs, books can certainly point the way, particularly in providing vicarious experiences for children who lack necessary first-hand contacts with certain settings and situations.

What books? Basically they are the same books of any well-rounded children's collection, but perhaps in a different ratio, weighted in the direction of the existing problems of a particular situation, and always in the hands of a capable librarian who guages keenly at what level a book will best be used in her situation and *introduces* the book, imparting her enthusiasm which is so important for its effective use.

The going may be slower because these children lack some of the basic experiences and skills, but progress can be made. People, after all, go to school to learn what they do not know. If they knew everything, there would be no reason for them to attend. And if some reach the sixth grade and haven't read *The Little Mermaid*, or *Wind in the Willows*, or *Charlotte's Web*, they will have enjoyed having them told by their librarian and, therefore, these books will be a part of their cultural experience.

Lest you accuse me of oversimplification, let me assure you that I have no rose-tinted dreams that all children who lack the verbal aptitudes that are considered essential will blossom forth overnight, in some miraculous way, as readers. I am well aware that easy reading materials in substantial quantities are necessary in our libraries.

Extensive collections of picture books of quality and integrity will attract and hold reluctant as well as normal readers. Skillful use of these books by the librarian, so that browsing and reading in this section by the older slow reader bears no stigma of shame, is very important. At the same time the librarian should be alert to the lazy reader who lingers too long in these lush fields and should tactfully prod him into something intellectually more challenging.

Good informational material at easy reading levels is increasing. Librarians will certainly find useful for culturally different children titles found in *True Books*, *What Is Books*, and *Beginner Books* by Random House, series which are but examples of a number which are soundly written, useful, and easy reading.

I *am* saying, and with great conviction, however, that libraries for such children must *not* become bloodless collections conceived through the passionless union of the controlled vocabulary and predetermined sentence structure. We owe it to these children, as to all others, to include books which are rich in information and, at the same time, shining examples of style and quality in writing and illustration. Such books are Edwin Tunis's *Wheels*, *Colonial Life*, and *Frontier Life*, and Gerald Johnson's trilogies, to name a few. We are obligated to do something with these books besides let them collect dust on the shelves. Many may not read them, but some will. Such books may unfetter a bound imagination and be the turning point in a life which may have been doomed to dismal failure.

Recreational reading activities at school are particularly important to children whose homefolk may place low value on the printed word and education in general. Particularly in the fiction books of the library, children who are culturally different, and who may be in great mental turmoil because of difficulties of adjustment to urban environment, can find peace of mind through self-identification with other children with problems: Melindy of *Melindy's Medal*, Janie Larkin of *Blue Willow*, Judy of *Judy's Journey*, and Carol of *Carol from the Country*.

For older boys and girls, biography can be the opening wedge to a rich and satisfying reading experience. Here, again, are found substantial numbers whose styles are not condescending and which are soundly written, but comparatively easy. In this category are books by Ronald Syme, May McNeer, Opal Wheeler, and within the series of *Landmark Books*.

The perceptive librarian can capitalize on certain books to develop the pride these children should have for their own cultural heritage. The urbanized mountain white may not realize, for example, that the vernacular of the hill countries is almost the pure English brought to this country by his forbears, preserved by the natural barrier of his native mountains. He can learn true appreciation for this through proper introduction to the carefully collected tales of Richard Chase. The alert librarian is wise and knows, also, which stories are distasteful to certain racial and ethnic groups.

We have to reach out and impart in a vivid and arresting way our enthusiasm for books. Well-executed storytelling and book talks are a must, followed immediately by guided book selection and supervised reading of the books of their choice for a long enough time to get them well into the story and sufficiently interested so that when they borrow the books and take them to the classroom and home, they may read books in their entirety.

People who read and use books are people who love to read. The people who love to read are those for whom reading has been made exciting and attractive. The development of this love of reading is the first step and may be the strong motivating force needed to produce the drive for improving skill in reading.

Much emphasis is being placed on wider use of audiovisual materials to extend and enrich the curriculum. Today's concept of library service is shifting from book emphasis to emphasis on all instructional materials. It may well be that the emergence of school libraries as centers for instructional materials will open up new frontiers in learning for these culturally different children who lack aptitude in verbal skills. Extensive book collections, supplemented by films, filmstrips, tape and disk recordings, pictures, models, and reproductive equipment, housed in adequate quarters designed for orderly storage and individual and group use, and administered by capable librarians, offer endless educational possibilities which are highly provocative. Here, again, the services of trained and effective librarians and specialists are mandatory if full learning return is to be realized for the investment therein.

Baltimore has been the recipient of one of the grants of Knapp School Libraries Project. Our center is unique, I believe, because it is an inner-city school in which a major percentage of the pupil population is of the "culturally different" variety. We are having an opportunity, therefore, to experiment with some of the ideas and materials I have discussed, under more or less ideal conditions. I am sure that in the not-too-distant future you will have opportunities to hear about some of our findings and results.

It would seem, at this point, that for quality education of all of our children, a good school library stocked with appropriate materials is imperative. Key to effective use of these materials is adequate staffing with librarians.

And what are the best library materials for culturally different children? Materials conforming to the same criteria for library materials used by all our children, selected and interpreted by a good school librarian who understands and fulfills the needs of her children in her situation.

IV. School Library Services for Gifted Children and Youth in Large Cities

Educational Goals for Gifted Children and Youth in Large Cities

J. Ned Bryan, Specialist for the Education of Gifted and Talented Youth, Office of Education

WHEN THIS NATION was founded there were but two cities with populations of over 25,000. Today, less than two centuries later, three of our cities are more than 100 times that size and 51 are more than 10 times as large. As an urban society, we find our largest reservoir of underdeveloped talent, our greatest number of gifted children and youth, not on the farms, not in small towns, but in the slums, in the suburbs, and at times, in the penthouses of our cities. More than ever in the history of our Nation, the educational goals for gifted children and youth in large cities must be realistic and realizable; must be acceptable to the individual as well as to society.

In our large cities, schools must cope with changing social patterns resulting from the forces of growth on the one hand and decay, both physical and social, on the other. It must be recognized that social patterns in the inner city differ markedly from those in the suburbs and that these different patterns and expectations impose different roles on the schools. In the inner city perhaps more than elsewhere the pupil's motivation to learn depends upon the way he sees himself in relation to his environment.

The movement of the middle class to the suburbs and, in the inner city, the development of low-cost housing and the construction of high-rise luxury apartments have too frequently resulted in cultural and intellectual segregation. These forces have made the inner city, except for middle-class workers who arrive in the morning and leave in the evening, the abode of the very poor and the very rich.

The poor may be newly arrived and find themselves in an alien environment or they may be the long-term products of ineffective education, inadequate motivation, and inequitable opportunity. No longer are the newly arrived in the city slums predominantly immigrants with high hopes for upward mobility. Many of them look upon education as a necessary evil to be endured or evaded rather than as an opportunity for a more effective life. The adults frequently have antisocial attitudes and their children lack both the motivation and the academic skills to achieve satisfactorily in the usual school environments. Both parents and children in this group of new arrivals are often unaware of just how much their success, or lack of it, depends upon their own self-esteem, upon their competence in communication, upon their environment, and upon their habits of citizenship.

The long-time resident of the large city slum, or of low-income housing, may on the other hand have chosen to be with others of similar interests, occupations, national origins, and problems. They too may have a kind of indifferent hopelessness, a general lack of interest in an education that to them seems meaningless, and at times they may even exhibit a defiance that tends to perpetuate poverty. Telling insights into this situation are provided in the *Annual Report of the Council of Economic Advisors* which was transmitted to the President earlier this year. In discussing *patterns of poverty* it was pointed out that ". . . facts suggest that in the future, economic growth alone will provide relatively fewer escapes from poverty." Further the report said ". . . it is essential to remember that one-third of the present poor are children. For them, improvements in the availability and quality of education offer the greatest single hope of escaping poverty as adults." "The school," the report states, "must play a larger role in the development of poor youngsters if they are to have, in fact, 'equal opportunity' and this often means that schooling must start on a preschool basis and include a broad range of more intensive services. It has become clear that few children are unable to benefit from a good education. Only a small percentage of those born each year are incapable of acquiring the skills, motivation, and attitudes necessary for productive lives. The idea that the bulk of the poor are condemned to that condition because of innate deficiencies of character or intelligence has not withstood intensive analysis."

The very rich in our large cities, in contrast to the very poor, may have no children of school age or having children they may send them to private schools. Their concerns with public schools are, as a rule, very real but of a different order. The contrast drawn between rich and poor, however, has been considered as a matter of emphasis, for all know that urban populations are not dichotomous. In addition to the rich and the poor, most of our large cities have sizable pockets of populations composed of families with middle-class values, middle-class mores, and middle-class incomes. Within these communities in our cities there may be real pressure for even better schools and services. Within these homes there may be engendered the desire and the opportunity for high achievement.

In looking briefly at some of the patterns of culture in our large cities and in inferring some of the pressures that exist, we are struck with the heterogeneity of individuals and families. The real challenge then becomes that of developing the kind of education which can utilize diversity and turn urban pressures into positive courses of action. Every child and youth must be helped to establish his own life expectations in terms of his potential. Fundamentals must be learned against a backdrop of the economics of city living, of the relationships with nearby rural and suburban areas, of the changes in social practices and institutions when large numbers of people with diverse cultural, religious, national, and ethnic backgrounds live in close physical proximity, of the problem of providing food, fuel, public utilities, transportation, and general necessities of life. Education for children and youth in our large cities must be a carefully designed admixture which will transmit the culture, provide vocational skills, and develop those qualities of an individual that make for a rich and rewarding personal life.

Within this context, and recognizing the school's responsibility to all children and youth, let us briefly turn our attention to the gifted in our large cities; to those who may well supply the indigenous leadership so necessary to grapple with the intense problems of human adjustment, to clarify and implement more effective bonds between school and community planning, and to give a coherent and positive direction to the changes that are taking place in the cities. Who are they, what are their characteristics, how are they motivated, and what educational goals should society hold for them and they hold for themselves?

Research has shown that the gifted and talented exist in all segments of society. The film, *Understanding the Gifted,* shows children and youth, some of whom are highly gifted and found only infrequently in our schools and others while above average are found in most of our classrooms and libraries. These children and youth are those who can shape the future, and we will want to be well aware of the role the library can play in their education. The panel which follows will take a realistic look at library materials meaningful to their development.

To be aware of the nature of giftedness and hence of appropriate educational goals for gifted children and youth, we must recognize that giftedness is a living quality which grows with use; that it is an intrinsic and developing part of a human being to which he must make a considerable contribution. Giftedness, moreover, must not be narrowly defined and here I would like to use the term talent and suggest four nondiscrete categories of talent which may help broaden our viewpoint.

The talent most commonly referred to when we speak of the gifted may be said to be academic talent. Academic talent is the ability, demonstrated or potential, to deal with the cognitive aspects of life, the ability most necessary to succeed in schools as they have traditionally been constituted and in our colleges and universities. A second category is that of creative talent or the ability to develop new constructs whether in the arts, the sciences, or the humanities. The creatively talented individual may or may not be academically talented. A third category is that of kinesthetic talent. The kinesthetically talented individual may have high ability in craftmanship, or in atheletics, or in drama. A pianist who plays each note exactly as the composer has written it may not be creatively talented but his skilled performance marks him as being kinesthetically talented. A fourth category is that of psychosocial talent. The psychosocially talented have high ability in interpersonal relations and are potential leaders and perhaps statesmen. These four categories of talent or giftedness, the academic, the creative, the kinesthetic, and the psychosocial, provide a useful frame of reference for recognizing talent in its myriad forms.

Sometimes talent is relatively easy to recognize. I like a little poem written by an 11-year-old girl which to me expresses a sensitivity to her environment. She calls it simply *Winter*.

I like it in the winter
When snow is on the ground,
When trees are bare of leaves
And birds make no sound.

I like it in the winter
When kids have snowball fights,
When they build great big snowmen
And at night the lights are bright.

I like it in the winter
When cold winds blow my hair,
When hot chocolate tastes so good
And coats get lots of wear.

I like it in the winter
When the furnace goes all day,
When the house is kept so warm
And nice in every way.

I like it in the winter
When dad comes home at night,
When he takes off his heavy coat
And reads by the evening light.

I like it in the winter.

In our great cities different sights and sounds and smells provide stimuli, the rich environment, that can lead the gifted boy or girl to put into words, or on canvas, or into a formula, or into action, an interpretation of his or her environment, real or vicarious.

What should be the educational goals for gifted children and youth in large cities? We can name a few and some may seem idealistic or even outside the purview of our schools, perhaps even our libraries. Nevertheless, the gifted, whether in the slums or in the penthouses or in the middle-class apartments need—

> To develop a feeling of security and adequacy and self worth.
>
> To understand self and others.
>
> To recognize, and hopefully achieve, democratic goals and values.
>
> To develop problem-solving attitudes and methods.
>
> To develop self-discipline, responsibility, and internal freedom.
>
> To maintain constructive attitudes toward change.

But, you may object, these should be goals for all children, and they should. For the gifted, however, they take on a meaning that is related directly to the unusual characteristics of the individual. The academically talented child or youth, for example, should learn to value intellectual achievement and to be secure in his quest for excellence. Such a quest, although fundamentally a personal one, should command the allegiance and support of society generally and here academically talented youth can be helped to attain this goal—

> By those who recognize ability regardless of race, or religion, or other irrelevant characteristics.
>
> By teachers and parents who encourage intellectual interests and ambitions regardless of the family's social and economic status.
>
> By librarians who recognize that reliance on secondary texts and sources to the exclusion of original sources can result only in educational experiences that are inexcusably superficial and quite inappropriate.
>
> By mentors who judge compositions not alone in terms of writing skills but upon evidence assembled to support general statements, upon evidence of originality, upon rigor of thought, and upon the sophistication and maturity of effort.
>
> By faculties who are themselves committed to excellence in their own lives.

We need not spell out the meaning of each of the goals for the gifted. We need not verbalize the tacit assumption that the gifted must acquire knowledge and skills. We need not reiterate the need for setting goals that are meaningful to the individual boy or girl in the environment of which he is a part. We will, however, make a brief observation about libraries and their potential role in helping the gifted reach their goals.

The gifted, more than most, are capable of using resources in meaningful ways. The school library can be the richest single resource the school provides. It is not axiomatic, however, that the school library will be a rich resource for the gifted, or that the gifted will seek and use the resources it provides. Libraries that provide a narrowly defined literary diet, that offer but little in good music, or art, or contemporary thought, that avoid the controversial or esoteric, that are more concerned with storage and recordkeeping than with opening minds and hearts—such libraries may well lack the richness the gifted need to understand themselves and others or to maintain constructive attitudes toward change. Even the best of school libraries, on the other hand, will be of little use to the gifted child or youth who finds it an alien environment, who has not been given the keys to unlock its storehouse of riches, who has not been introduced to the wonderful world of information and inspiration that can provide them with goals and with means for meeting them. In essence the school library must play an active not a passive role in the identification and nurture of the gifted, and in talent development.

The basic educational goal of our democratic society is that of providing a milieu in which the potential of each individual will be identified and developed to the full. In large cities we need to be increasingly sensitive to pressures and patterns that make up the environment of these children and youth. The library must help the gifted to recognize their potential in relation to the society in which they live, and to develop those abilities which will fulfill both personal and societal goals.

Search your experience to see how the school library can help the gifted develop a sense of personal security and adequacy, gain a richer understanding of self and others, accept democratic goals and improve values, learn to solve problems, foster self-discipline and responsibility, and maintain constructive attitudes toward change. Herein lie the goals for and the promise of gifted children and youth in our large cities.

Library Materials for the Gifted

Mrs. Lillian L. Batchleor, Supervisor, Secondary School Libraries, School District of Philadelphia

The School Library Collection

TO FEED THE ALERT MINDS and many-faceted interests of gifted students, the school library must have a rich, well-balanced and extensive collection which includes all types of materials. Quantity as well as quality is essential if materials are to be supplied for all areas of the curriculum and for equally legitimate noncurricular needs. According to national standards, there should be at least 10 books per student, preferably more for a really good collection. In Philadelphia, none of our elementary or junior high schools meet the 10 books per pupil standard although, at the senior high level, a few libraries come closer to the goal, notably the older, better established ones where dedicated librarians and generous parents have managed to build excellent collections. Only our famed Central High (for boys of demonstrated ability) achieves 20 volumes per student. In all honesty, this is due to an endowment fund that has long provided additional materials and personnel.

Development in Depth

In selected curriculum areas, library collections have been developed in considerable depth so that the academically talented can work at the advanced level of which they are capable. For example, several libraries have extensive science resources—to support the school's enriched or accelerated science program and, just as important, to encourage individual students' research and original projects. Many science awards have come to students who have received stimulation and practical aid from their library. In other schools, libraries have equally outstanding resources in modern drama, or Shakespeare, or history and politics, or art, or mathematics, depending on the school's needs and emphasis. In practically every instance, these strong special collections came about as a result of teachers' and librarians insistence that bright students have the intellectual nourishment they require. Such collections are years in the making but once established are acknowledged as valuable assets in work with the gifted. In one of the newer schools, where students are already showing a high degree of academic talent, we have just spent a large special allotment exclusively on advanced materials. The basic collection had been chosen with good students in mind but the staff still considered it inadequate for the kind of enrichment and acceleration planned there.

Development in Breadth

We have aimed also for breadth in resources, knowing the gifted can and must be well grounded in more than a single specialty. The world today is in desperate need of scholars who, being knowledgeable in several fields, can interpret and inter-relate different disciplines. Stuart Chase [1] wrote about the lack of experts who can serve as "general specialists" with competence in several fields; such experts could analyze and coordinate knowledge and point out effective ways of using man's scholarship to better advantage. If these experts are needed today—

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[1] Stuart Chase. *Some Things Worth Knowing.* New York, Harper and Brothers, 1958.

and I believe they are—how can we develop them? Who but the gifted can achieve such multiple expertness?

No matter how large or well-stocked the school library, it will inevitably lack some of the advanced materials required for the gifted. In Philadelphia, we try to extend our resources by loans from other schools in the system; the public or the State library; the many special libraries in the city, such as Franklin Institute; the colleges; museums and exhibits; interested parents and adults. For example, for a bright sixth-grade unit on the Incas, materials were searched out and borrowed from the Philadelphia Free Library, the Board of Education Library and Visual Education Division, and from three colleges. Realia and objets d'art were obtained from two museums. Materials used constituted a 17-page bibliography. Reading levels for the materials ranged from the sixth to thirteenth grade.

A similar seventh-grade class, working under a master teacher and librarian, produced a remarkably successful project on peacetime uses of nuclear energy. For this they drew heavily on Government publications, including those of the Atomic Energy Commission. Franklin Institute again contributed, as did the school and public libraries in the vicinity. Expanding the library in this way is good and necessary, but it should be noted that it is costly and time consuming, particularly when a high percentage of needed materials has to be obtained elsewhere.

For many of the gifted, special privileges from libraries other than the schools can be secured for the use of advanced or mature materials customarily denied school pupils. At the request of the school librarian or teacher, the Free Library will permit younger children to use the young adult or adult section as needed; colleges have opened their facilities to advanced high school students; industrial, association, and special libraries have done the same for those who can make proper use of their unique collections. Students enjoy the experience of using these libraries and respond well to the responsibility. Of course, privileges of this kind cannot compensate for a lack of adequate materials close at hand where there is also—and this point is very important—a school librarian who knows students' capabilities and who can help them grow through the assignment.

Reading Guidance

The existence of a fine school library will not in itself answer all the reading problems of the gifted for, like average and slow students, they need reading guidance, although of a different nature. Some read too fast or too slow, and many read without taste, appreciation, or intelligent response. The bright "disadvantaged" may be completely lacking in incentives to read or succeed academically. In short, the gifted must be trained to use their fine, inquiring minds for a more thorough and effective use of materials, and they have to cultivate a healthy skepticism of the printed page. The gifted should work for excellence rather than mere quantity in reading. Their superior talents demand it.

Librarians and teachers who are sensitive to bright students are in strategic positions to motivate and guide quality reading. In Philadelphia, all library instruction given by junior and senior high libraries puts great stress on reading guidance or stimulation. As experts in a particular field, teachers also have opportunities for on-the-spot guidance in the classroom, and librarians have long excelled in locating and encouraging gifted individuals. Both librarians and teachers should do more individual work with promising students. The interested, personal touch is far more effective than any elaborate "advanced" bibliography we can compile.

In Philadelphia, libraries at all levels purchase materials for mature and advanced students. Occasionally, these are set aside in a section labeled "Gold Books," or "Star." Good readers gravitate naturally toward them because of interest or status appeal. But sometimes the quality of this reading is questionable. We have, therefore, tried book discussion groups and clubs in an effort to spark a "quality" response—deeper understanding and insights, more critical evaluation of ideas, and the application of facts and values to real life situations. Discussion groups operate in individual schools on a purely voluntary basis. Many more of them would be desirable.

Similar in some ways are the great books discussions conducted by parents and outside leaders. These have had some success at the high school level but, at the elementary level, we have distinct reservations about the materials as well as the discussion methods. Certainly more needs to be done with younger gifted children along these lines.

Paperback book fairs, which provide book talks, speakers, and a wide variety of good titles, have been a stimulating experience for bright students, judging from the quality *and* quantity of paperbacks sold and read. One science fair, run for a ninth-grade science group, resulted in an unprecedented amount of science reading at an advanced level. Results surprised even the optimistic librarian and teachers.

Reading guidance is an integral part of any good school library program; the tragedy is that lack of staff prevents us from doing a better job of what we know can be done.

Research

For the gifted student, knowledge of research tools and the skill to use them is indispensable. But the mastery of research skills is not born full blown; it requires careful training and practice. Librarians and teachers recognize this fact and have long pooled their resources to give gifted students the necessary experience. Certain selected 10th-grade English classes take a course in research techniques based, in the beginning, entirely on materials in the school library. Class sessions concentrate on choosing and defining an area of research, evaluating sources of information, gathering and organizing data, and finally writing a paper. Early in the term the teacher and librarian confer on materials and compile a list of suggested topics. As students work in the library, the librarian observes and assists them along with the teacher.

In another instance, a social studies teacher requires a term paper based wholly or in large part on current materials; i.e., periodicals, newspapers, and the vertical file. Instruction is given in notetaking, and the use of the *Readers' Guide* and other indexes. At the conclusion of assignments, students have learned and used research tools and skills successfully.

Again, a science teacher habitually calls on the library for help with her research project for the 11th grade. The class comes to the library early in the term to examine new, relevant science acquisitions. Later the field is delimited to a detailed study of one animal—its life history and processes, its habits, and ecology. Use of the *Readers' Guide* is required for recent material, although students are urged to use other references, too. With the final written report, the student must submit a set of carefully documented notes and a bibliography in acceptable form.

There are many other examples of research being done at the junior high level and even some at the elementary. But the sine qua non for any work of this character is a good, up-to-date reference section and ample files of back-number periodicals. Our libraries are quite inadequate in the latter so students must turn to public or college libraries. Although it is desirable to use community resources (and young people should), we must point out that students do not get the same instruction and supervision there as in the school library.

Independent Work

The gifted student often completes routine tasks easily and quickly and is ready for additional work long before other members of the class. In such cases, he should have something to do independently at the advanced level befitting his talents and, as often as possible, related to the class assignment. Such a technique is used in Philadelphia's new 7th-grade *Geography Guide;* i.e., the "microstudy," essentially a study in depth of one aspect of a geographical problem, such as "What is the effect of China's enormous population on her national policy?" or "Judging from Liberia's history since 1847, what is her land use and productivity likely to be in the year 2000?" The bright student is expected to gather new facts or evidence on which to speculate or draw inferences.

At one senior high school, a committee of advanced students usually does a 2-week project on civil rights constitutional law, in conjunction with American History 12. They are assigned to the library, after teacher-librarian conferences, to use indexes on case studies and to locate precedents, in the manner of legal research. The library serves as a laboratory for these students who do individual or group research independently. Again the product of their research is aimed at enriching regular classwork.

Sometimes a gifted student is encouraged to work completely on his own in an area unrelated to classwork. For example, one such student is now studying the effects of catalysts on the production of oxygen. Material from the library's excellent science collection got her off to a good start, but soon other resources were needed and these were found at a nearby medical center. The science teacher and librarian are encouraging this advanced, independent study. And the counselor has even located a part-time job for the student at the hospital.

Possibilities for independent study in different areas and in different forms are limitless. The library staff must, however, be aware of students' projects and be able to give minimum supervision and guidance.

Study and Discussion Seminars

The informal study and discussion group, patterned after the college seminar, seems to challenge and stimulate gifted students. At any rate, they respond enthusiastically. One seminar for advanced 11th and 12th graders is based on a series of lectures given by faculty or guest speakers on topics of interest in literature or world history and politics. The library provides a shelf of materials (many are quite difficult) a week in advance of each lecture. Spirited discussions, based on the lectures and readings, follow each lecture and occasionally papers are written. Observations of the library staff indicate that both reading and thinking are on a high level.

In a totally different way, another library contributes to an advanced French seminar by buying and lending a wide variety of materials written or recorded in French. The seminar, conducted entirely in that language, often meets in the library conference room where it can have quick access to additional library resources.

Still another type is an "art and appreciation" seminar which is based on library-provided materials. The group uses many fine editions of art books as well as mounted pictures and prints. The teacher believes that the informal atmosphere and easy give and take of discussion frees students to express their genuine personal reactions to art and that they learn much about styles, techniques, and periods of art at the same time.

Originality and Creativity

Like other young people, the gifted need encouragement and guidance to develop their creative powers. However, once the impetus is provided, they often exceed all expectations. In mathematics, a group of very bright girls has been publishing a highly original journal, the *Math Adventurer*. Each year it includes interesting innovations along with novel and ingenious solutions to problems, reviews of books in mathematics or related fields, and a wealth of games and puzzles—all embellished with clever drawings. Needless to say, the project draws heavily on library resources. As a result of this long-standing interest in mathematics, the library has a 19-page annotated biliography of mathematics books—all available in that library.

Advanced or "Z" history classes have for years written and published a handsome book of research on a selected period of history. Each student contributes a section for which she does the research and which she presents in as original and attractive a way as possible. Since all chapters must fit into the overall project, the girls must plan individually and as a team. This experience is a valuable one for advanced students who may prefer, or are forced, to work entirely on their own.

Work in science has been outstandingly original and creative. Our libraries, naturally, support research and projects to the extent of their holdings but also assist in another way. One high school regularly devotes an exhibit case to displays and experiments carried out—and arranged—by the boys. Several schools have followed suit and, although their students produce fewer original projects, the attention and encouragement given to would-be scientists is invaluable.

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We have listed but a few of the many ways in which Philadelphia's school libraries contribute to the education of the gifted. In addition, librarians devote attention to advanced placement programs, to honors courses, to individual hobbies or projects, to college counseling, and to radio and TV programs with gifted students as participants.

Since reading remains the most effective single tool of learning and since the school library is the major source of instructional materials, we have an ever-increasing role to play. There is something about the relaxed and informal atmosphere of the library and the friendly, personal attention of the librarian that induces young people to reveal themselves as individuals in a way that is impossible in a large crowded classroom. Because of this opportunity, the school librarian is often the one who discovers an unusually talented student in art, science, music, or literature. This is also one of the reasons why school libraries in big cities have a unique and significant contribution to make to the "disadvantaged." Many of these, gifted in ways we do not perceive because of their impoverished backgrounds, lack motivation and opportunities. They have an even greater need for books and libraries than other students who have resources in their homes and parents to encourage them. One of the most critical deficiencies in big city schools today is, I firmly believe, the lack of adequate school library facilities—libraries large enough to house the children who want to read or study, collections of sufficient size and variety, and professional staffs. Philadelphia's libraries do much now, but not nearly enough. The limitations imposed are those of inadequate facilities, staff, and materials.

Library Materials for the Gifted in Elementary Schools

Miriam E. Peterson, Director, Division of Libraries, Board of Education, Chicago

IT BEHOOVES THE LIBRARIAN in every school to identify the gifted pupils according to the school policy and to provide library service and guidance in keeping with the pupils' needs whether special opportunities be afforded them through grouping, acceleration, enrichment, or other means. Because there are many bright and talented children whose IQ's are about 115, the gifted program in the Chicago public schools provides for the most academically able pupils in each school. "The deciding criterion is the ability of the pupil to perform successfully on the higher scholastic achievement level" (*17*).*

Every school library in the Chicago public schools is endeavoring to render appropriate and meaningful service to the able learners within the school. Librarians strive to encourage able readers at all grade levels to read both intensively and extensively, to build rich backgrounds of reading experience including a variety of types and forms of materials, to cultivate tastes and appreciations for good literature, to turn to books for enjoyment as well as information, to penetrate the deeper meanings of an author's work, to read with a critical approach, to develop rich and varied interests through reading, and to use library materials for independent study projects. Let us glance briefly at some of the provisions and practices.

Materials

Quantities of varied types of printed and audiovisual materials are needed in the elementary school library or materials center of today. Included among these resources should be carefully selected materials appropriate for gifted pupils. Because the gifted read more than other pupils and because they read more widely, they usually have broader interests and can handle materials of greater difficulty. Materials for able learners must be adequate in quantity, quality, breadth, depth, variety, and maturity. Although at times they will read easy and light materials, they should be exposed to the best in literature, directed to informational books appropriate to their advancement, and introduced to adult materials.

The Approved List of Library Books for Elementary Schools in the Chicago public schools lists approximately 5,000 titles for grades kindergarten through eight. Each year approximately 700 titles are added and a compar[illegible] number withdrawn. Throughout the years, titles of books suitable for able readers have always been included on the list.

At both the primary and the intermediate grade levels, gifted pupils are encouraged to select materials beyond their age level in keeping with their interests and maturity. Today it is not unusual to encounter a child who upon entering first grade is able to read to some extent. For him the easy-to-read books with controlled vocabularies at different grade levels will be helpful as well as the whole world of picture books which beginners enjoy but cannot read. The pictures can help him with the text, and many times he needs guidance in taking sufficient time to fully enjoy the gay and delightful illustrations. Concept books will help him to ponder and think, humorous books will tickle his funny bone, and imaginative tales will delight his fancy. Other primary pupils who are accelerated readers frequently turn to the Little Eddy stories, the Henry Huggins books, the tales of *Little Tim*, and such stories as *My Father's Dragon*, *The Amiable Giant*, *The Courage of Sarah Noble*, and *Winnie the Pooh*. They enjoy poetry, humor, easy biographies, animal tales, and informational books that help them to discover the world around them. Today our primary curriculum includes learning about distant cities and urban communities such as San Juan, and our library collections are greatly challenged by requests to supply materials of this kind at that level. Most of the Caldecott medal books and their runners-up are good background materials for the gifted in the primary grades. To add to the richness of reading experiences are the Weston Woods filmstrips with the original illustrations and recordings of many excellent picture books. Although able readers will be encouraged to read beyond their own age level, effective reading guidance will assure that children experience the noteworthy, the beautiful, and the unusual books such as *Johny Crow's New Garden*, *Hailstones and Halibut Bones*, and *A Hole Is To Dig*."

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*NOTE: Numbers refer to bibliography at the end of this paper.

"The reading of good literature plays a large part in broadening the gifted child's experience, in enlarging his vocabulary, and in influencing his character" (*14*). At the intermediate grade levels the doors open wide upon folklore, myths, legends, and hero tales. Rich pastures are to be found in biography, science, history, poetry, and mathematics materials as well as in the classics and in that expanding list of Newbery award titles to which teachers are giving increasing attention. Since 1920 there has been a rich flowering of literature for young people bringing forth distinguished writing too good to be missed, especially by able readers, such as *Charlotte's Web*, *Secret of the Andes*, and *The Book of Greek Myths*. Many classics listed in Alice Jordan's *Children's Classics* such as *The Wind in the Willows* and *Peter Pan*, (*11*) are suitable for gifted pupils in the intermediate grades. The list, which first appeared in the *Horn Book*, lays no claim to being final and definitive, but "the books therein are recommended as some of the best books ever written for, or adopted by children. Here are books that will enrich the reading tastes of any child; many of them will be cherished through life" (*11*). During the intermediate grades enthusiasm for reading runs high and children's daily schedules are not as crowded as they will be later on. It is an opportune time to build wide reading backgrounds and through reading experiences to awaken and expand interests in many areas.

The selection of materials for able readers in the upper grades is a challenge to all those involved. On the approved list of the Chicago public schools there are numerous books that have been given a reading level of "grade eight." This means that titles so designated are suitable for the mature reader in the upper grades. Examples of such book titles include: *The Story of Atomic Energy*, by Fermi; *From Pearl Harbor to Okinawa*, by Bliven; *It's Time for Brotherhood*, by Sechrist; *With Stanley in Africa*, by Hall-Quest; *William Shakespeare*, by Noble; and *Buffalo Trace*, by Eifert. Studies have shown that gifted children frequently turn to adult books and magazines. The use of paperbacks, especially those available through Scholastic Book Services, have been helpful to teachers and librarians. Although the number of suitable paperbacks is limited, they do serve in making available additional materials for able readers at nominal cost. Extreme care in guiding the gifted in the selection of adult materials is needed. Among the adult books read by some of our accelerated readers are the following: *The Red Badge of Courage*, *Exodus*, *Berlin Diary*, *Mrs. Mike*, *A Night to Remember*, *The Diary of Anne Frank*, *Kon Tiki*, *Profiles in Courage*, *Wuthering Heights*, and *Annapurna*. Adult reading appropriate for a gifted child actually is an individual matter, and there is no intent to generalize here on specific titles given as examples. Benjamin Fine (*6*) lists some very mature titles of books read by the gifted 13- and 14-year-old pupils at the Sands Point Country Day School in New York. *An American Tragedy*, by Dreiser; *The Great Gatsby*, by Fitzgerald, *For Whom The Bell Tolls*, by Hemingway; *The Prince*, by Machiavelli; *The Republic*, by Plato; and *Mein Kampf*, by Hitler are among those listed.

A few years ago William S. Gray reported on a study of a selected group of mature readers. Of them he observed, "They were not restricted, as are many immature readers, to the immediate problems of survival or ego satisfaction. Instead they are generously interested in learning more about people and events and in pursuing the developments that are going on about them, and in the study of many perplexing problems of contemporary life" (*7*).

We too find this characteristic in gifted pupils. They desire to read about timely topics—about the Peace Corps, about atomic energy for peaceful purposes, about brotherhood, about the population explosion and its related problems, about automation and technological developments, about space exploration and the training of the astronauts, and about education for careers and vocations. Illustrative of these topics are the following titles: *This Crowded Planet*, by Hyde; *The Pool of Knowledge*, by Shippen; and *Captain Edward L. Beach, Around the World Under Water*, by Becker.

Not to be forgotten are a wealth of distinguished biographies for upper grade students, poetry, and drama. This year of Shakespeare's 400th anniversary, many elementary as well as high school classes have given wide attention to materials by and about the bard.

Adult periodicals, such as *Time, Life, Look, U.S. News and World Report, Newsweek*, and also *Fortune*, are often read and interpreted well by bright and able pupils in keeping informed on current happenings and in connection with social science and language arts classes.

Many of our librarians have compiled their own individual lists of materials for reading by able learners in their particular schools. Among the published sources useful in the selection of materials for gifted students are Mary K. Eakin's *Library Materials for Gifted Children* (*5*) and *Good Books for Children, A Selection of Outstanding Children's Books Published 1948–61* (*4*). Materials included on both lists are in keeping with the high standards of established selection criteria. The new edition of *Reading Ladders for Human Relations* (*2*) is especially helpful in listing excellent titles of books of merit, substance, and maturity under sections "For Junior Readers" and "For Senior Readers." In the subject areas may be found the *AAAS Science Book List for Children* (*3*), *Children's Books to Enrich the Social Studies for the Elementary Grades* (*9*), and *Books About Negro Life for Children* (*1*). *The Junior Booklist, Current Books* (*10*) published annually by the Independent Schools Education Board, contains many books of substance and maturity, and *Biographies for Junior High, A List of Biographies and Correlated Audiovisual Aids* (*13*), is useful for its cross-media approach. Not to be overlooked are the rich general treasuries of recommended reading and literature for children such as Huck and Young's *Children's Literature in the Elementary School* (*8*), Smith's *The Unreluctant Years* (*15*), and Larrick's *A Teacher's Guide to Children's Books* (*12*).

Special Reading Groups

It is common practice for librarians in our elementary schools to meet regularly, sometimes weekly or even daily, with a special reading group. These classes are usually composed of able and gifted learners. Projects of many kinds have been undertaken to make reading vital and meaningful, to share reading experiences, to enjoy probing relative to the author's intent and to the motives of characters, and to appreciate distinguished style and expression. Some groups employ variations of what has become known as the Great Books approach; others utilize other patterns of procedure.

One school group compared *Little Women* with *Pride and Prejudice* from the family angle; another read and compared junior and adult editions of selected significant biographies. A project was undertaken in one school whereby able readers served as individual reading partners to the reluctant readers. The undertaking was highly successful in motivating reading for both types of readers. In another school the librarian and the classroom teacher collaborated on a reading project using *A Wrinkle in Time* as a springboard of reading. Pupils made a large detailed mural about the book for the school corridor and tape-recorded excerpts from the story for listening purposes. Storytelling projects in which students select, tell, and tape-record their own stories for replay in other classrooms and for their own criticism have been worthwhile. Poetry projects correlating print and recordings by poets or artists have been undertaken. Great books groups have centered their attention around the classics, the Newbery award books and their runners-up, and American heroes in fact and fiction. These discussion groups often evoke penetrating analysis of human behavior and insight into problems and conflicts. Some groups have kept their own reading diaries or logs, endeavoring to develop patterns of wide and diversified reading.

Using Reference Materials and Developing Library Skills

The use of library resources for the preparation of curriculum assignments, for independent study, and for personal growth and development deepens and enriches learning experiences. Able learners especially can benefit from independent study related to science, social science, and language arts. In some of our elementary schools, eighth-grade graduates upon entering high school have "placed out"—that is they have been permitted to skip general science and to take biology in their freshman year. We like to think that library materials and extended library privileges contributed to the pupils' growth and success.

That gifted pupils develop skills in the use of all types of library tools and resources in important. They need to learn the arrangement and location of the varied types of materials in the library, how to use the card catalog, and how to use the diversified reference tools such as encyclopedias, dictionaries, gazeteers, almanacs, and indexes.

In our schools, instruction in the use of the library and its resources is given at all grade levels. The division of libraries has prepared a chart for publication entitled *An Overview of Developmental Concepts for Instruction in the Use of the Library and Its Resources.* It lists sequentially from grades kindergarten through eight desirable outcomes in library skills, understanding, and appreciations. Sufficient depth and breadth are provided to include learning outcomes for gifted and able learners. We hope this chart will be a valuable aid to teachers and librarians in cooperatively teaching the library skills. It will be followed by a library-science curriculum guide containing specific procedures, techniques, and materials to implement instruction in library skills and understandings given on the chart.

The need for mastery of library skills and the habit of turning to library resources for reference purposes are in keeping with increasing emphasis upon continuing and self-education.

Extended Day Libraries

During the school year 25 libraries in the Chicago elementary schools, located in communities where children are disadvantaged, are open with a librarian in charge for 2 hours after school from one to four afternoons per week. Children from the community may use the library for study, reading, or browsing purposes. Librarians conduct storytelling and various library projects. Able students in each school usually take advantage of the extended day library hours. Projects are planned to stimulate interest and attendance. In one school the librarian has cooperated with a particular cultural project of the entire school to help students in becoming acquainted with community resources and to take advantage of the cultural offerings of the city. She has taken many groups to the theater, ballet, symphony, and museums, and has planned library experiences in preparation for these outings. In preparation, groups have read stories and plays and listened to recordings of musicals and symphonies related to the selected performances. Books about etiquette and good grooming have been helpful to the students in acquiring information on proper manners and attire.

An after-school project for which the board of education provides the facilities is the Junior Great Books Course conducted by volunteers from the Junior League of Chicago. The experiment last year was held in several schools located in less privileged areas, and the groups were comprised of able readers drawn from each school. Under the leadership of members of the Junior League, who had attended sessions for leaders in the Junior Great Books, the groups ranged in size from 12 to 15 members. Pupils, whose after-school attendance was strictly voluntary, demonstrated great enthusiasm for the special opportunity to read and to discuss significant literature. The project is being continued and expanded this year.

Summer School

For several years Chicago has had a special summer school program for elementary pupils in grades one through six. Twenty schools participated in the program this past summer, and in some instances the grade levels included nursery and kindergarten classes. The schools were located in communities where the educational needs are great. Each grade level was limited to 100 pupils who were placed in one of four varying ability groups. The fourth section in each grade was composed of pupils of the highest academic abilities present. The accomplishments of these groups in reading and in the use of the library, which was staffed by a selected librarian, were remarkable. Every classroom was engaged in developing an integrated unit in the area of social studies, science, or language arts for which the library furnished materials. Librarians engaged in developing exciting reading projects and brought authors to speak at assemblies. Pupils in one school were invited to attend and to participate in the assemblies of another. Because class groups were held to 25, librarians were able to work much more closely with individual students, teachers, and parents, and to acquaint students with the richness of community resources through field trips and guest speakers. One advanced sixth-grade class studied about Shakespeare and read *A Midsummer Night's Dream* and *Julius Caesar*, making a film of the latter and presenting a puppet play of the former.

Rendering library service to the academically able is a rewarding experience for all who are involved. The gifted need to be adequately challenged to maintain high levels of performance and to awaken and expand their interests across the breadth of human knowledge and experience in keeping with their characteristic versatility. To avoid serving them a diluted menu, library provisions and practices must be well planned and organized.

In searching for appropriate library materials for gifted pupils and in endeavoring to provide significant learning experiences for young people, let us remember that materials are a partner to methods, but let us not mistake one for the other. When suitably combined, they are a fountainhead of learning for all children, especially the gifted.

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Library Books for the Gifted

By Arno Jewett, Head, English and Foreign Languages Unit, Bureau of Educational Research and Development, Office of Education

IN A FEW WORDS I shall explore reasons why some high school libraries within the United States are not stocked with quality books which tax the mental abilities and excite the imagination of gifted boys and girls. Except for standard, accepted classics like *The Return of the Native, The Red Badge of Courage, David Copperfield,* and modern nonfiction like Herzog's *Annapurna* and Sandburg's *Abraham Lincoln,* gifted secondary students must often go to the public library or to the local bookstore to find literature which has the keen excitement, dramatic realism, and inspirational power they want.

Literature should help human beings become humane to the rest of humanity; it should add to adolescents' understanding of themselves and others; and it should extend the experience of young people so that they can share the thoughts and feelings of the wisest and most sensitive men in recorded history. To achieve these purposes students must have ready access to the best literature of the past and present rather than the phony, cheap, bizarre, and sensational trash that often lures them to part with their silver coins at the super drugstore. Outside of one's home the best place to get the best books is the school library.

Those who teach literature to gifted students have the responsibility of guiding them to constantly higher levels of literary appreciation and discrimination rather than letting them drift at their own level under the guise of a free reading program. The teacher of English cannot assume this difficult responsibility unless the school librarian purchases books of fiction, nonfiction, and poetry that represent the best literature of the world.

Librarians, I have noticed, are extremely busy people—too busy in some places to read all the books they may have money to buy. Therefore, they refer to booklists before making out purchase orders. For scores of years high school librarians have relied heavily on the recommendations of the bulky *Standard Catalog for High School Libraries* and its supplements. In spite of its size, range, and reputation, this booklist has been too narrow in its recommendations, especially for the librarian wanting to buy books that will appeal to gifted students who, we know, often read far below their potentialities and are thus our most retarded readers.

To test a hunch that the *Standard Catalog for High School Libraries* has certain deficiencies in spite of its age—or perhaps because of it—I recently spent a few hours examining the contents of the 1962 edition and the 1964 supplement. Let me mention a few things which I found. Six novels by a writer named William Campbell Gault were listed, namely, *Dim Thunder, Dirt Track Summer, Drag Strip, Rough Road to Glory, Speedway Challenge,* and *Thunder Road.* About the last book the consultant or reviewer said that a "Distinction is made between real rodders . . . and phonies; highway maniacs are treated with contempt." The word "phonies" caused me to look for J. D. Salinger's *Catcher in the Rye.* No novel by Salinger was listed in the 1962 volume; but his *Franny and Zooey* and *Lift High the Roof Beams, Carpenter,* were in the 1964 supplement. *Catcher in the Rye,* but not the other two novels, are included in the latest edition of *Books for You,* published by the National Council of Teachers of English.

Hunting further in the *Standard Catalog,* I found seven science fiction novels by Robert Heinlein, but no novel by William Faulkner, our sixth Nobel Prize winner for literature. The 1964 supplement lists only one of the dozens of novels Faulkner wrote during his lifetime. The one chosen is his last one, *The Reivers.* The National Council of Teachers of English *Books for You* lists nothing by Faulkner—not even "The Bear."

As you know, the editors of the *Standard Catalog* place two asterisks before their "most highly recommended" books and one asterisk before "highly recommended" titles. Edna Ferber's *Cimarron* and *Show Boat* are "most highly recommended." In contrast, two of the greatest novelists of the century, Thomas Hardy and Ernest Hemingway, are represented by only two novels each. F. Scott Fitzgerald has one novel, *The Great Gatsby,* listed without an asterisk of recommendation, and William Golding has none. Neither *The Grapes of Wrath* by Steinbeck (our latest Nobel Prize winner), nor his recent favorite *Travels With Charley* (not a great book) was listed. James Joyce was represented by only one title, his short story "A Little Cloud."

Good modern poetry seems to be greatly neglected in the 1962 *Standard Catalog,* which lists none of the collections of poetry by two of the most musical and metaphorical poets of the last 20 years: John Betjeman and Dylan Thomas. Homer's classical epic *The Odyssey* is represented by only Padraic Colum's version, although several superior translations of *The Odyssey,* including the ones by Robert Fitzgerald and E. V. Rieu, are available.

There is little time here to speculate on the reasons for the omission of certain outstanding works from popular booklists. Taboos, prejudice, ignorance, and fear of censors may be some of the causes. But isn't it ironical that high school youth everywhere can and do watch colored movies of Tom Jones and Squire Western frolicking and romping about with their female friends, but are hindered from obtaining printed copies of Fielding's classic in their school libraries? The novel *Tom Jones* is not listed in the *Standard Catalog* or in *Books for You.* Is one word more powerful today than a thousand pictures—pictures, for example, of voluptuous actresses flaunting their attractions on movie screens across the Nation?

Another possible reason that gifted students do not find certain great titles in their high school libraries is that the membership of committees recommending books for booklists is sometimes too homogeneous in experience and background. I was surprised to find that not one man was among the 23 consultants for the 1962 *Standard Catalog.* The committee for the 1964 supplement did include two male supervisors of social studies. No college English scholars or writers of reputation were on the committee.

Booklists which are tolerant and discriminating should be used more extensively. Two good ones are *Reading Ladders for Human Relations,* 1963, published by the American Council of Education, and *Books for the Teen Age,* a list published annually by the New York Public Library. The New York City list is especially useful for teachers seeking books in the fields of art, music, the dance, and distant regions of the world. Of course, many librarians go beyond the booklists to the *Saturday Review, The New York Times Book Review* section, *Book Week,* the *New York Review of Books* and other literary periodicals when considering the purchase of new books.

In conclusion, this line from Emerson applies to librarians as well as other educators. "Be an opener of doors for such as come after thee. . . ." The worthwhile books which librarians, teachers, and others recommend open the doors to mankind's most relevant experience, for not only the gifted but all youth.

Library Materials for the Gifted in the High School Language Arts Programs

Mrs. Ruth Hoffmeyer, Consultant for High School Language Arts, Board of Education, Chicago

IN EACH OF THE FIVE basic academic areas—English, foreign language, mathematics, science, and social studies—courses have been designed to serve gifted students in the Chicago public schools. This "honors" program is distinct from the courses which are offered in advance placement.

In addition to these two plans, we have the "100 Program." The 25 students who are the most gifted young people in their class level in each of the 4 years of the secondary schools are enrolled in this program. One hundred such students are selected in each high school. If a student is among the top 25 members of the freshman, sophomore, junior, or senior class, whether or not he qualifies as "gifted" on an IQ test, he participates in these special enrichment classes. This program is conducted to identify our most promising students and to provide an especially stimulating and challenging course for them.

One distinction between these programs for gifted students and the regular English courses is the breadth of instructional materials used. The administrators and teachers in each school select these materials from a broad group of lists. The approved lists are compiled by committees of administrators and experienced, superior teachers. The committees provide classifications of each of the texts, work materials, and manipulatives. The classifications conform to the achievement levels in each academic area. These categories serve as guides for selection of materials for use in classes for gifted students as well as those planned for pupils at other levels.

The library naturally is a vital part of the program for gifted pupils. There is very close cooperation between the division of libraries and the subject-matter consultants from the department of curriculum development, since both work under the guidance of the same associate superintendent. A spirit of working together as members of the same team builds from this foundation and, as a result, the school librarians and teachers are closely united in their efforts to furnish the best possible academic offerings.

The program in the language arts is carefully articulated with the library program at every level. Consultants frequently confer with the library supervisors and the director regarding course content. Librarians serve on the policymaking and the writing committees of the curriculum council. Many programs for gifted students are developed by the combined library and teaching staffs.

At one high school the teachers and librarians planned and executed a program in accelerated reading for college preparatory students. The English teachers provided test scores and made recommendations regarding individual needs. They cooperated with the librarians in evaluation of the project. The use of mechanical aids in the program was supervised by the librarians as were the selection of books, the administration of some standardized comprehension checks, the keeping of simple records of comprehension scores, and brief reading reports.

Another rewarding program is a cooperative venture involving students from two high schools. The principal of one of these schools was convinced that the students in a nearby high school and those in his own school would profit from a free exchange between the schools other than in competition in the field of sports. He thought that the students would enjoy a book discussion group. The librarian in his own school already had an excellent group of this type organized. This group activity had been carried on enthusiastically for 10 years. Once a week, the members of the library club met before class in the morning at 7:30 to discuss paperback books. The key question which these young people tried to answer about each book which they elected to read and discuss was, "Would you recommend adding this book to the school library?" In this particular school, the students were unselected in relation to academic level, although the students who usually chose to participate were among the gifted.

The principal suggested a discussion meeting of the library club group with students from the other high school. The principal of the second school endorsed the project. The students from the second high school who wished to participate were members of an advanced placement seminar in history. The host school extended an invitation to the other students for breakfast followed by a book talk, and the results have been thrilling.

Once each semester these young people meet in the lunchroom of the host school for breakfast at 7:30 and then move to the social room for discussion of books. Each school serves as host once during the school year. The host school provides a student discussion chairman and selects the books to be discussed. The students typically choose from two to five books. There are about 25 students who participate in the discussions.

It is interesting to note the kinds of books which they select. On one occasion they chose *World of History*, by Courtlandt Canby; *American Diplomacy*, by George Kennan; and *The Prince*, by Niccolo Machiavelli. A large part of the amazingly mature discussion centered around *The Prince*. Another group of books selected by the students included *Shaping of the Modern Mind*, by Crane Brinton; and *Democracy in America*, by Alexis de Tocqueville.

One time both groups of students were predominantly freshmen and sophomores. They chose *Ox-Bow Incident* by Walter Clark, *Old Yeller* by Fred Gipson, *Big Sky*, by A. B. Guthrie, *Covered Wagon* by Emerson Hough, *Laughing Boy* by Oliver La Farge, *The Virginian* by Owen Wister, *Madame Curie* by Eve Curie, *Anna and the King of Siam* by Margaret Landon, and *All Quiet on the Western Front* by Erich Remarque. These books were not sufficiently related in theme to provide a common ground for discussion. As a result of this experience, the young people learned to limit the selections more appropriately.

At the next meeting a group of significant biographies were discussed: *Napoleon* by Emil Ludwig, *Albert Einstein* by Arthur Beckhard, *Lives of the Noble Greeks* by Plutarch, *Profiles in Courage* by John Kennedy, and *Notebooks of Leonardo da Vinci* edited by Pamela Taylor. This discussion was centered around *Profiles in Courage*. *Albert Einstein* was classified as too elementary for high school use.

When the students decided to discuss the interrelationship of culture and history, they chose to read *Ideas from the Great Books* by Mortimer Adler, *History of Western Art* by Erwin Christensen, *Painter's Eye* by Maurice Grosser, and *Popular History of Music from the Gregorian Chant to Jazz* by Carter Harmon.

It is exciting to see bright young people eagerly devoting their time and effort to such a rewarding project. The freshness of viewpoint, the calm maturity of approach, and the enjoyment of intellectual stimulation which mark these sessions speak well for the fullness of the future of the students and for the advancement of their communities. It is gratifying to see the enrichment of the library program and the expansion of horizons of the classroom resulting from the cooperative effort to satisfy the lively, inquisitive minds of gifted youth.

V. Provision of School Library Personnel in Large Cities

Responsibilities of School Library Supervisors in the Provision of Personnel

Winogene L. Bergmann, Supervisor of School Libraries, Milwaukee Public Schools

WHEN A BOARD OF SCHOOL directors begins to plan a new school building, an architect is selected to prepare specifications to fit the needs of the school program to be offered. It is important to note that the specifications are first established by a professional staff prior to the selection of a contractor. Similarly, specifications for equipment are essential to an intelligent selection of materials. How much more important it is that specifications be prepared by professional educators for the selection of teachers and librarians.

In the Milwaukee Public Schools, recruitment and selection of school librarians is under the direction of the department of teacher personnel which is responsible to the superintendent of schools. This department is staffed by an assistant superintendent, an executive director, and three supervisors. Two other assistant superintendents and the administrative assistant to the superintendent assist in recruitment. The personnel of the department take care of applications and interviews at the administration building. The teacher personnel department is responsible for the recruitment, retention, promotion, compensation, transfer, and separation of employees.

Considering the size of the Milwaukee Public School system—120,000 students, 4,300 teachers, 35 librarians—this is not a large personnel staff, but its importance and area of responsibility increase steadily.

During the spring and fall seasons, all of the department personnel go on recruitment tours covering approximately 150 colleges in about 12 of the States bordering Wisconsin. The department has recently sent interviewers to California, Massachusetts, New York, and Colorado. The college placement departments are notified of the coming visit and appointments are made. If a definite commitment can be obtained, applications are provided. Personal interviews with the staff in Milwaukee are encouraged for prospective teachers and librarians. Close contact is maintained at all times with local colleges and universities.

Librarians must submit the same formal application blank as teachers. This requests all the personal information, educational and professional training, extracurricular and social activities, and recommendations. A transcript of the college record and a copy of the birth certificate are also required. There are no questions to determine race or religion of the candidate.

All teachers and librarians appointed to the staff of the Milwaukee Public Schools must have been graduated from an accredited college, earned a baccalaureate degree, have satisfactory references and credentials on file, and hold a valid teacher's license issued by the State department of public instruction. Librarians must also hold a license to teach and also have completed a minimum of 15 semester hours in library science that include courses in school library administration, cataloging and classification, book selection, materials, and reference. It is our policy to require that our senior high school librarians have 24 hours in library science, or they must complete courses to that amount as soon as possible.

Ratings for librarians are given at interviews by at least one or more members of the department of teacher personnel, plus the as-

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sistant superintendent in charge of the secondary schools, and the supervisor of library services. The application is then sent to the board of examiners for further review and position assignment. Applications for librarians who have not been able to come for a personal interview are reviewed before this meeting by the library supervisor. The board of examiners may vote to accept the application, to defer and place it on file, or to reject it with regret. Applications may be deferred if the information is not as complete as desired, if there is some question about the qualifications of the applicant, or if the probable number of open positions do not materialize.

In making assignments, consideration is given to the professional training and experience of the individual and the matching up of vacancies with appointees whose training and certification qualify them for the assignment. Teachers or librarians presently appointed have the privilege of requesting reassignment. Consideration is given to these requests before assignment of a new person is made. Personnel making these assignments also try to take into account the amount of travel time between home and school, the balance of experienced personnel in newly opened schools especially, and the needs and interests of the individual schools. The superintendent of schools is responsible for the final selection of teachers and librarians. He accepts the recommendation of the board of examiners, and presents these recommendations to the board of school directors for approval.

After the librarian has been accepted, she is required to attend a 3-day orientation period before the opening of school or is employed directly for the full week before the opening of school. The orientation program acquaints the new employee with the personnel of the central office and their responsibilities, with provisions for sick leave, absence, social security, health and life insurance, and some information about the city system in general. Kits of information, given to each new employee, include basic information about the system, a map of the city indicating the location of the schools, and a handbook of welcome to the city and its schools. Librarians also receive a library handbook that will acquaint them with the basic library procedures of the Milwaukee Public Schools. If it is more important that the librarian report immediately to her assigned school, the supervisor of library services visits daily to acquaint her with all the necessary information.

In addition to the supervisory assistance, other services are supplied, such as curriculum guides to aid in providing an overall picture of the school program and special telecasts to orient new personnel to new curriculum developments as well as to familiarize them with new instructional materials and procedures. Inservice courses and workshops are arranged to offer practical suggestions relating to the instructional program, and special bulletins are distributed to all schools to provide general information about the school system and curriculum matters. The Milwaukee public schools provide five distinct types of inservice education programs without college or university sponsorship—committee service, special courses, small group projects, institutes, and workshops. Several hundred regular programs are also offered by local colleges and universities.

Following the initial appointment by the school board, the work of each librarian and teacher is evaluated by the principal once each semester during a probationary period of three years. If, within this period, the work is unsatisfactory, the teacher or librarian may be dropped. One unsatisfactory rating requires a formal interview with the library supervisor and the assistant superintendent in charge of the secondary schools. A second unsatisfactory rating results in loss of the position. Sometimes, if there are extenuating circumstances, and upon the recommendation of the principal and library supervisor, the individual may be placed in another school, but usually only one transfer in the probationary period is allowed, and is seldom used. Upon satisfactory completion of the 3-year probationary period, the librarian gains permanent tenure. She is assured of a permanent position, assuming satisfactory personal and professional performance.

The supervisor of library services works closely with the department of teacher personnel in these ways:

1. All applications for library positions are reviewed and evaluated by the supervisor of library service.
2. All prospective librarians are sent to the library supervisor for a personal interview, and a rating card is placed on file with a corresponding recommendation for employment.
3. All inquiries regarding library positions are referred to the supervisor.
4. Close personal contact is maintained with the library science staff of the local and State colleges and universities so that prospective openings in schools are made known to them. They, in turn, often refer students or graduates to us for consideration.
5. Maintain close contact with the State school library supervisors so that they are aware of local needs and may make recommendations.
6. A current list of applicants is maintained. Perhaps one of the best ways is to have a good, sympathetic working relationship with one's own employed librarians. They do the best job of selling the services and quality of the school library program if they are happy, content, and satisfied with their own positions. Many of our needs are filled with just such informal procedures—informal but effective. Librarians are very good judges of other fellow professionals.
7. Opportunities for recruitment by the school library supervisor are sometimes at hand when filling speaking engagements at career conferences, faculty and PTA meetings, workshops, and institutes.
8. If applications are uncertain or lacking, notice may be placed in professional journals, or listed at State and national library association meetings.
9. All transfers of library personnel are effected with cooperation between the assistant superintendent and the library supervisor.

Below are recommendations that might improve the provision of library personnel and emphasize the responsibilities of the library supervisors:

1. Develop a satisfactory job definition and description of the position of librarian in the schools that might be sent to college and university placement bureaus to prospective employers, and distributed on recruitment tours.
2. Conduct an active, farsighted search for promising candidates throughout the year, not merely on the recruitment tours.
3. Strive to relieve or correct any unreasonable, inflexible selection requirements; develop a realistic and effective selection program that will emphasize high professional standards, attract high caliber individuals, maintain and make known desirable working conditions, and the attractions of the local community (including the local library community).
4. Identify the unattractive with the attractive features of the assignment so that the person feels it is as important that he be satisfied with the position he accepts as it is for the employer to be satisfied with him. However, emphasize the opportunities and advantages equivalent to those offered by other areas of library or teaching employment, or in employment by industry.
5. Make clear to the person interviewed the respective responsibilities of staff in the department of teacher personnel and the services and responsibilities of the library supervisor so that she knows to whom to turn for advice and counsel.
6. Develop a program for intraschool visitation to observe established libraries with their procedures.

It is generally conceded that the success in any endeavor is closely related to the quality of personnel who perform the tasks necessary to effective results. This assumption is as applicable to school systems as it is to any other field. The extent to which librarians and library services succeed will depend, to a large degree, upon the quality of the personnel engaged and upon the effectiveness with which individual and group responsibilities are discharged. It is necessary to face and to overcome stern competition from business, industry, defense agencies, government, and many other professions in order to acquire and keep the limited supply of high caliber personnel. It will mean immediate and long-term planning to attract, retain, and develop the human resources needed for the library program, and to bring about and maintain a climate where the librarian can and will express his creative ability and leadership; to develop a library staff which can make education a positive force for student progress and betterment, and provide children and youth with educational opportunities of the highest quality.

Evelyn Peters, Supervisor of Library Services, New Orleans Public Schools

The working relationship between the supervisor of library services and the director of personnel is a pleasant and often flexible one. The supervisor of library services assists as a consultant and a resource person, but has no administrative authority. Final decisions on job assignments, transfers, and dismissals of librarians rest with the director of personnel.

Twice a year a team from the division of personnel visits campuses in Louisiana and Mississippi. On the fall trip, seminar groups of seniors are encouraged to consider coming to New Orleans. In the spring, those looking for jobs are interviewed, and, if suitable, are offered jobs.

To qualify for a library position, the applicant must hold a baccalaureate degree with 18 semester hours in library science, 3 of which must be for school library practice, have attained the proper score in the National Teacher Examination and in the Library Examination, possess a regular Louisiana teaching certificate, and be able to pass the medical examination. Ratings are assigned on the bases of examination scores, scholastic record, and a personal interview. For veteran librarians, past experience is considered.

The division of personnel has screened candidates before they are referred to the supervisor of library services for further evaluation. The supervisor does not see candidates if some portion of the processing has not been completed or no jobs are open at that time. It sometimes happens that persons apply first to the supervisor, in which case they are informally interviewed and then referred to personnel. Contacts are often made at teachers' and librarians' conventions, and through library schools by the supervisor.

New librarians are on probation for 3 years during which time the principal makes a progress report each semester. Inservice training for one year is given by the supervisor of library services as part of the overall program for newly appointed persons. The supervisor is responsible for assisting in achieving smooth change in operation, aiding the college or public librarian to adapt his training and experience to the needs and practices of a public high school and to the New Orleans school system. The supervisor works with the librarian to solve problems if they arise. When appropriate, conferences are held with the principal of the school to which the school librarian is assigned. If necessary, a problem is taken to the director of curriculum services in the division of instruction under whom the supervisor works.

There are many facets to the working relationship between the supervisor of library services and the director of personnel. The ultimate aim of both is the provision of librarians dedicated to helping young people learn how to learn, and in helping them appreciate what instructional materials can mean to them now and in the future.

Inservice Education Programs for School Librarians and Teachers in New York City

Mrs. Esther Kramer, Assistant Director, School Library Service, New York City Board of Education

FROM MY EXPERIENCE talking to many teachers, says Dr. James B. Conant, "I am convinced that taking courses is in danger of becoming an occupational disease. . . . Discussing this subject in a summer school with more than one group of teachers who were purring with pleasure at their continuing education, I felt as if I were talking to opium smokers who were praising the habit of which they had long since become the victims."

Dr. Conant was referring to the formal courses that teachers take to be eligible for salary increment. He does approve of the plan of inservice education where a group of teachers of similar interests get together or are brought together to attack a problem of mutual concern. He also approves of the type of inservice education that is provided by the National Science Foundation where intensive instruction is given in a few weeks by professors in the field. He prefers a planned program type of inservice training.

Although the form of inservice programs may vary from city to city, even within one city system, depending on the need, the objectives are always the same. The purpose of inservice training is basically the improvement of performance through increased and up-to-date knowledge. The term "inservice" training may have many meanings. In some school systems "inservice" may mean the training given on-the-job to clerical staff members who have not had formal business training. It may be the training given to clerical or professional staff in the use of special equipment such as photocopying machines, or circulation machines (if you're fortunate or rich enough to have such modern equipment in the library). It may mean training in the special procedures used in the preparation of books or the preparation of catalog cards. For the professional staff you might want to include an introduction to the function of the library and the use of library materials, trends, and techniques.

In New York City we think of inservice training on a citywide basis as that program which was established for teachers as far back as 1936. The inservice program has grown from a single course given by the board of superintendents to more than 535 courses listed in the *Inservice Bulletin* for the school year 1964–65. These courses are planned for 15 weeks a semester and are conducted in all fields. One such course, offered by the Chinese Institute in America in cooperation with the board of education, is in Chinese folklore and children's literature, another given in cooperation with the French Cultural Embassy is called the Culture and Civilization of France. These courses are frequently given by supervisors or fellow teachers after school. They are used by the teaching staff for salary increment and until September 1964, have been acceptable to fulfill eligibility license requirements. This is an elective program given after school as distinct from on-the-job training given during the school day and in which a teacher or librarian has no choice.

Each semester, the supervisory staff of the Bureau of Libraries gives courses after school in the organization and administration of elementary school libraries and in the organization of junior high school libraries to teachers who

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are responsible for the library program in their schools. These courses are given to help them understand the purpose and function of the library program as well as the clerical, technical, and managerial responsibilities of the library. They are taught how to integrate the library program with the curriculum. They are taught about the physical organization, the preparation of materials and are given guidance in working with teachers and in teaching library skills. Part of each session is devoted to discussion and possible solution of immediate problems.

When these new people were faced with ordering books, the instructor went through, step by step, the sources for book selection and the actual procedures involved in preparation of the order. There was discussion on how to use teachers' requests for special titles and what to do with suggestions that could not be used at this time.

One of the requirements for the teacher of library license in New York City is a course in "Methods of Teaching the Use of Books and Libraries." We have had such an inservice course which ran for 15 weeks, and was given as a laboratory course on the high school level. We selected a school which had a late session and arranged to have the students from the course take over the teaching of the classes which had been scheduled to come to the library. The student teacher planned a meeting with the classroom teacher to discuss the projected visit just as he would if it were in his own school. He also spent time familiarizing himself with the resources of the library before beginning to teach.

When the class was over and the students had gone, his fellow students dissected the lesson presentation and commended or criticized his efforts. Librarians learned to discriminate, to plan a library lesson with the class teacher, and put into practice the principles and theories of teaching. They learned from each other and helped each other.

For the first time, a new course in the function and techniques of book talks is being introduced for junior and senior high school librarians. Demonstration book talks to be given by members of the class are planned for the second half of the semester.

Another special inservice course was given for the past 4 years in book reviewing and book selection. Each member of the class read at least one book per week. Class reports were followed by discussion. In addition to developing criteria and discrimination in book selection for young people, many titles were added to our approved list for school purchase. One class member expressed the value of the course by saying, "It's too bad we can't take the course again because this is one of the few courses that's really a fun course."

When the district library program began in 1956, only 2 of the 25 positions were filled with professionally trained librarians. Obviously some form of inservice training was indicated that would prepare these people to organize and develop elementary school libraries immediately. The need dictated the type of training that was planned. A concentrated program was conducted for 3 full weeks, during which time the future librarians were given the beginning of an intensive course in children's literature, a course in the organization and administration of an elementary school library and a course in the organization and administration of a junior high school library, all taught by bureau of libraries staff. After the 3-week period, these courses were continued on the 2 days a month that the librarians came into the bureau office.

At the same time, these teachers converting to librarians were enrolled in library schools, taking one or two courses after school, evenings and Saturdays. Now that the district librarians have completed their library-school training, they are still continuing with the inservice training at the bureau of libraries, but it has long since developed into workshops, discussions, and business meetings. The group is developing a curriculum bulletin for elementary school libraries to be used throughout the city. The members of the group discuss common problems, receive and exchange continued guidance in book selection, and are given guidance by the supervisory staff and by each other for their meetings with the teachers in their districts who are responsible for libraries in individual schools. Some of the workshop time is spent in visiting, as a group, in schools of districts of other librarians as well as in visiting public and special libraries to expand their knowledge of other types of libraries.

When each of our school districts requested a teachers' course in children's literature, the district librarians were well prepared to give such courses, and they are continuing to give them to the elementary school teachers as a part of the after-school inservice training program. Teachers elect to take these courses. This year nine such courses are listed in the bulletin.

Last year, one of our district librarians, in cooperation with the community coordinator, conducted an inservice course for teachers entitled *The Negro: His Role in the Culture and Life of the United States.* Guest lecturers were invited to speak. They included such prominent people as Dr. Kenneth Clark, Constance Baker Mottley, and James Baldwin. Based on Langston Hughes' poem the group developed a handbook entitled *We Too Sing America* which is planned as a guide to teachers when presenting material related to the Negro. They are also planning a handbook on Puerto Rican culture to be used for directing children to the library resources.

The elementary school library program has expanded in New York City and will continue to grow, we hope, until we have one librarian in every elementary school. Former classroom teachers were the only immediately available recruits. Their inservice program, given during the schoolday, is in addition to the courses listed in the inservice bulletin. Large group orientation meetings were held at the board of education, but the real training is being given by the district librarian on the job and in district meetings. Ideas of how to work with parents and teachers and demonstration lessons in teaching skills were given at these orientation meetings. District meetings are held to keep them informed, to give guidance in book selection, as well as for discussions and for guidance in solving problems. The Bureau of Libraries sends out suggestions to each of the schools about the librarian's position, programs, schedules, and proposed activities. A questionnaire was sent out to the schools at the end of the year to evaluate the program and to study the schedules.

Until September 1963, the junior high school library program was a scheduled program in which pupils reported to the library once a week as though they were reporting for hygiene, health education, or any other subject class that met only once a week. Lessons on the use of the library unrelated to any subject class were given and the teacher did not come with his class. Not only was it difficult for the librarian to function as a librarian but the scheduled program presented problems in recruitment as well. To fit all the classes into such a tight organization every week, meant having double classes as well as crowding the library every period. No time was available to do a professional job, to do book selection, reading guidance or to prepare materials for the classes. The librarian could not prepare a lesson that was meaningful. There was no time to plan with the teacher, nor could she even get to know the students.

In September 1963 there was a breakthrough when the junior high school library program became a flexible program integrated with classroom activities, the library serving as a reading and reference center to meet the individual needs of all the pupils. The teachers and librarian now work together as a team.

Preparation for the new program was begun during the spring of 1963 with a briefing of junior high school principals by the director of libraries and the assistant director of junior high school libraries at a meeting of the junior high school division. Boroughwide workshops are now held twice a year, for a full day, once in the fall and once in the spring, where demonstration library lessons are integrated with social studies, science, and other subjects. Closed circuit television was used in one demonstration to show the use of the overhead projector. Small groups in buzz sessions discuss problems common to all and report suggestions for their solution to the group. Plans for the future include discussions on book selection, demonstrations of book talks, examples of outstanding bibliographies, and a sharing of the best library practices.

An inservice program should be designed with the purpose of assisting the professional staff to keep abreast of the vast accumulation of knowledge and the new developments in the field. The program should promote continued growth and improvement of personnel. People who are new on a particular job or new to the field need assistance in coping with the many new problems they face and must have some place to get answers to their questions. Inservice training also serves the purpose of filling in the gaps where professional training was not complete.

I recall my first inservice course in New York City. It was more than 10 years since I had graduated from college and very nearly 10 years since I had been in a classroom. During the depression teaching jobs were not easily come by. The "activity" program was in its experimental stage. My college training did not and could not anticipate this experiment. The instructor was a very dynamic elementary school principal whose school was very much involved with the new program. When we heard some of the teachers at our inservice sessions and when we visited their classes we could understand how to prepare and teach with this new approach. I recall how frightened I had been of going into a classroom to teach, and although I didn't develop any degree of competence in teaching for quite some time, this course helped me to overcome the first obstacle—fear due to ignorance.

To cover all possibilities, a well-designed inservice training program covers all the activities in which professional personnel is involved in the process of discharging their responsibilities on the job. When I went to library school there was no television, and when I was a school librarian not too many years back there were no computers. It was considered an asset to be able to use a typewriter when I entered library school, but wasn't required. It's a long way between the handwritten catalog card and the computerized printed book catalog.

The importance of inservice training is best expressed in the Senate report covering the new bill to extend the National Defense Education Act and providing for institutes for school librarians in title XI:

> The committee recommends that the successful institutes experience be extended to improve the qualifications of individuals who are engaged in . . . or who are or are preparing to become school education media specialists or librarians. Trained school librarians and school library supervisors are also in critically short supply despite the emphasis by many educational authorities that strongly recommend that school libraries are essential for every good school program. . . . Institutes for school library personnel, as authorized in this bill, can contribute substantially to filling the need for trained staff to perform this essential school service.
>
> Both the House and the Senate bill, although differing in other areas, provide for institutes "for study in the use of new materials, to improve the qualifications of individuals engaged in elementary or secondary schools as library personnel, or teachers or supervisors of such personnel."

There is no one best way to get a program started and there is no one plan that is superior to all others. An inservice program must fit the needs of the system, the needs of the teachers and the needs of the librarians. It should be the result of their interests, problems, and cooperative efforts and should help the recipients of this program make use of their creative abilities. The workshop seems to be the most accepted form in inservice education. This term is usually applied to the situation where a group works together to develop new skills, new ideas, and new methods to improve the quality of their performance. There is usually a resource person or a director. Whatever form the inservice course takes to be effective, it should be based on sound principles of learning and it must be significant to the persons taking it.

VI. Financial Support for School Libraries in Large Cities

School Libraries and School Support in the Large Cities

Albert L. Alford, Specialist, Public Finance and School Support, Division of Educational Organization and Administration, U.S. Office of Education

AS THE RANGE AND COMPLEXITY of learning in our elementary and secondary schools expands, the school library will come to play a role comparable to that in institutions of higher education. In higher education, I think it would be agreed that you cannot have a first-rate college without a first-rate library. If this is not already true, it will become true for elementary and secondary schools. The ability to effectively use reference sources becomes more and more critical as the expanding universe of knowledge allows the individual to readily retain in his mind a smaller and smaller percentage of needed information, whatever the improvements in retentive ability in quantitative terms.

Although we may agree on the importance of improving library facilities in the large city schools, we must face the ultimate test—how and where to obtain the money necessary to finance these improvements. I propose to discuss some of the problems of financing facing the large cities, both internal and external, and in general terms some of the possible solutions. I could not, however, offer any single solution, acceptable to all, unless I possessed an unlimited checking account.

Administrators of programs are frequently interested in only the short-range or immediate source of money to finance their programs. They rely on the next higher level of administration through the budgetary process to provide the operating funds. Each higher level of administration must of necessity take a broader view of competing needs and resources until the top level is reached. The top administrator must face not only the question of competing needs but the question of sources of funds to support the programs, whether it be by direct taxation or service charge or by grants from another level of government. For intergovernmental grants the responsibility for revenue is shifted while, at least hopefully, administrative authority for expenditure is retained—an ideal situation from the point of view of the administrator, if the funds are adequate.

While from a practical point of view, administrators of school libraries might be interested mostly in how to obtain a larger share of the school budget, it is important from a long-range point of view to have an understanding of the broad spectrum of financial problems facing the large city school systems.

We shall try to look at both the internal and external factors which may affect a school budget. Let us first look at some of the internal factors.

Budgetary and Administrative Process

The budgetary process, as you are aware, is the procedure used in modern administration to allocate limited resources to the various activities on the basis of their importance to the overall purpose of the organization. The determination of what is important or the arrangement of activities into same scale of relative importance is frequently not easy. In actual practice, such supposedly objective methods as the awarding of qualitative points or weights and the regular review of the value of each activity in an organization are rarely applied. Instead, it is usually assumed that a going activity is of sufficient value to be continued unless some unfortunate event has focused adverse attention upon it. Ordinarily, only requests for money for new activities or the expansion of old activities come under real scrutiny for budgetary purposes.

This point is not intended as a cynical view of the budgetary process since there are some good reasons why it operates in this way. The following are among those reasons: (1) the values of activities do not ordinarily change rapidly, (2) the activities are composed of people carrying out jobs and most administrators are not so impersonal that they enjoy uprooting and changing people about, much less abolishing their jobs, and (3) the administrative costs of a complete annual review would probably offset any economies uncovered.

The point to be made of all this is that the persons supporting the expansion of school libraries must convince the school administration and the school board or final approving authority that the library is an essential part of the educational process and should take priority over other activities in the allocation of educational funds.

How do you go about convincing those in authority that the expansion of school library services is essential? There are a number of ways. Conferences such as these, if properly publicized, can do much to bring to the attention of school authorities the necessity for improved library service and the contribution it can make to the educational process.

Outside support through various professional associations can also be influential. The American Association of School Librarians in cooperation with a number of other professional groups has established a comprehensive set of standards to serve as guidelines for establishing adequate school library facilities.[1] The Council of Chief State School Officers has urged the strengthening of centralized school libraries in a policy statement issued in 1961.[2]

Special or categorical State or Federal support programs can encourage the allocation of more dollars for specific activities through dollar-matching provisions and might be effective for libraries, but this will not assure the participation of all systems if they are not convinced of the value, since they must provide some of the dollars involved. They may prefer to put these dollars into something else.

Perhaps the best and most lasting method of assuring adequate library support is to convince the teachers of the importance and value of the use of libraries in the teaching process. If a teacher is convinced that library work is essential for effective teaching, then that teacher is likely to let the principal know if the library needs improving, or, as in many elementary schools, creating. The teacher is, or at least should be, the focal point of educational administration. School administration should be keyed to needs of the teaching staff which in turn must be keyed to educational needs of the student and society. Unfortunately, this ideal situation does not always exist, but we can assume that "good" administrators and "good" teachers are oriented in this manner. This statement is not intended to make any invidious distinction between teacher and administrator. Both are essential under modern conditions.

To some extent this may be a spiraling process—upward or downward. If teachers want and use a library, or rather encourage their students to use it, then the demand for improvement is likely to occur, whatever the current level of quality, so that the overall effect is a spiraling upward of library use and quality.

If, on the other hand, the library facilities are inadequate or nonexistent, and the teacher decides to rely on other teaching devices, even if less effective, then not only will there be no demand, but there might even be an indication, because of nonuse, that current facilities can be reduced.

Every librarian can encourage the fullest use of the library facilities. It may be more pleasant to work in an empty library, but nothing could wreck a budding library program more than to provide reasonable facilities and books and then have these facilities lightly used. Any budget-maker worth his salt is going to question whether the dollars for such facilities are being wisely used, whatever the theoretical value of the program.

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[1] American Association of School Librarians, *Standards for School Library Programs*, Chicago, American Library Association, 1960.

[2] Council of Chief State School Officers, *Responsibilities of State Department of Education for School Library Services*, Washington, D.C., The Council, 1961.

Encouragement of library use will require diplomacy and tact, and will certainly require a more extensive liaison between the librarian and the teaching staff. As a matter of fact, the teaching staff should become involved in the work of the library to as high a degree as possible. This does not mean turning over the work of the librarian to the teachers, but the latter can play an important role in the decisions on book purchases and evaluation of library services and procedures. Involvement of the teacher in library activities and familiarization of all teachers with library facilities and use in the teaching process is critical. The head librarian in a school should therefore consider herself or himself as an administrator with the task of seeing that the library is fully and effectively used. It must not be viewed as a specialized little hideaway where one can lose oneself in the routine of cataloging and processing. This enhanced role is well illustrated in an article in the September 1964, *NEA Journal* about the Knapp School Libraries Project and in particular the Marcus Whitman School in Richland, Wash. Teacher participation and use of the library is emphasized.

In the administration of libraries it would be helpful and probably essential to decentralize the purchasing of books as much as legally possible so that the library collections may be kept current as well as adequate in size and content. In some school systems the business management and financial management activities are kept quite distinct even to the point of having a fiscal officer equal in status to the superintendent. This segregation of fiscal activities usually results in a high degree of centralization in purchasing and other financial transactions, sometimes required by law and sometimes by practice.

It is not unusual for library books to be ordered once or twice a year with extensive delays in delivery. This may be related to the necessity for competitive bidding or the convenience of the accounting system. Certainly the latter should not be a factor since accounting should be a tool of management even though the requirements of public auditing sometimes override. With the modern accounting techniques available, there would seem to be little reason why library purchases could not be made on an irregular or at least more frequent basis.

Competitive bidding is a standard device used by the Government to assure the lowest possible prices. It has always been recognized, however, that low prices are significant only when specific standards of quality are maintained. It has also been generally recognized that competitive bidding is only of value for fairly substantial items since administrative costs and inconveniences will offset any savings for smaller items. Books carry an established list price with publishers' discounts usually allowed for library and certain other categories of users. The main advantage of competitive bidding would come from the amount of additional discount which an individual bookdealer would give from his profit margin. This obviously could be done best on the basis of a specific list of books, but most dealers should also be able to bid on a discount rate to be given on all books purchased from them as well as a specific list. This would involve an averaging of expected purchases, since publishers' discounts vary, but this could be estimated on the basis of past purchases, particularly in systems of the size represented here. Such bidding on discount rate might require the library to adhere to minimum orders because of handling costs, but they should still be small enough to allow regular ordering and to keep the shelves current. Such procedures should meet the purpose of competitive bidding, though it might be necessary to change the law or a fiscal authority's interpretation in some systems before they could be put into effect.

The librarian should be alert to the adoption of improved techniques for library operation in order to obtain maximum service for each dollar budgeted. There is no implication here that it will be possible to reduce the dollars spent but only that it might be possible to provide additional service at a lower unit cost. Automation is already touching library procedures, and centralization of the technical processes and the possible creation of library curriculum units which could be moved within a school system offer possible savings on a unit cost basis. These are things which you know best and have been discussing. I mention them in passing not only because the posture of modernity can make a favorable impression on the budget makers, but as Dr. Brownell mentioned, it is essential that we use all available techniques and devices to make the dollar go further, since we are not likely to get all the dollars we want.

One final factor is the relationship between the public library and the school library. We recognize that there is an important difference between the function of the school library and that of the public library, but this may not be clear to the general public or to all school board members. It is perhaps not even clear to many educators. The role of the school library and its relation to the curriculum needs to be clearly defined and enunciated; otherwise, there is a temptation at budget time to rationalize away the differences and emphasize the similarities for a possible savings in dollars.

There is, without question, an interrelationship between the school and the public library as there is between many other functions of government and the educational system. There may be even a closer relationship as the educational system in the large city takes on an even greater portion of the process of social integration of the child. The problem is one of keeping the roles of the different institutions clearly defined and in perspective.

The foregoing comments have not, unfortunately, given you a blueprint for obtaining a bigger share of the school budget, but may have provided some insight into the problem of obtaining that larger share. Let us now look at the fiscal facts of the large city and note the relationship to the costs of a fully adequate school library system.

Cost of an Adequate School Library System

If we accept the standards set by the American Association of School Librarians and the American Library Association, we have a basis for determining what school systems should be spending each year for school libraries. Even these standards, as detailed as they are, must, of necessity, leave some variables which will require interpretation. Using the lowest standards figures and conservative estimates for the areas where the standards are not specific still results in total figures of substantial proportion.

American Library Association standards for annual expenditures indicate a range of from $4 to $6 per pupil for regular library books. Using average daily membership (ADM) for pupils and the $4 figure, the 21 largest cities should have been spending $17,634,660 per year for library books in 1962–63.[3] In addition, the ALA calls for funds for reference books, periodicals, and professional collections for faculty members. It is estimated conservatively that $1,200 per school per year might supply these needs. With 4,741 schools in the 21 largest cities[4] this would add $5,689,000 to the annual expenditure for a total of approximately $23 million. These figures do not include money for rebinding, supplies and equipment for libraries, or collections of supplementary materials for classroom and other use. These 21 cities were actually spending approximately $4,309,000 in 1962–63 for these materials. This leaves an annual deficit of approximately $18,691,000.

The American Library Association has set some standards also on the size of central library collections which the schools should maintain. For the larger systems this runs approximately 10 books per student. Our 21 cities actually have approximately 4 books per student leaving a deficit of 6 books per student. Translating this deficit into dollar terms by using a very conservative $4 per book average cost and ADM figures for 1962–63, a substantial figure of some $106 million is obtained. However, this is a deficit which is long-range rather than annual.

Finally, it is necessary to have personnel to man the fully equipped libraries. Using a standard of one librarian for each 400 students, the 21 largest cities should be employing 11,022 such professionals, but in 1962–63 they were only employing 2,049. Taking a conservative entry salary of $5,000 per librarian, this deficit of 8,973 would add $44,865,000 to annual expenditures. It is possible that some persons are currently performing part of the tasks of these librarians which would reduce the net cost for replacement with qualified librarians. To offset this, however, is the ALA standard of one library clerk for each 600 students. We do not have comparative figures to give a calculated deficit for this item, but it would probably be substantial.

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[3] ADM and other figures on 21 largest cities are taken from Richard L. Darling, *Public Library Statistics, 1962–63*, Division of Library Services, U.S. Office of Education, September 1964, pp. 15–20.

[4] The ALA standard is too complex to apply with available information. It calls for 1 librarian for each 300 students up to 900 and 1 for each 400 after that. The figure used here thus becomes a conservative estimate.

As a grand total, the cities are faced with an annual increase of almost $64 million plus whatever effort can be made to offset the $106-million deficit in library collections, if the standards of the ALA were to be met. This does not include any money for the housing of libraries, or for audiovisual materials, which can be considered a part of the central library operation and is so organized in many systems.

Taken alone, these totals are substantial but they need to be put in the perspective of total current expenditures by the large cities and the total needs of these large city school systems. The 21 largest city school systems had total current expenditures of around $2 billion for 1962–63.[5] The $64-million increase would be slightly more than 3 percent of the total current operating expenses. For the items with which we are working, an estimate of actual expenditures would run closer to 1 percent. This would mean more than a fourfold increase in current expenditures for centralized school libraries, a factor which certainly has budgetary implications.

With reference to the deficit in size of collection, it should be emphasized that an adequate current expenditure budget for libraries would in a reasonable amount of time eliminate this deficit. If, for example, a book is considered to have a life expectancy of 4 years, this would result in a net increase in the total collection of three-fourths book for every book purchased. If we assume that the $4 minimum per student recommended by the ALA will buy one book, then the deficit of six books per student which we noted above would be eliminated in 8 years if the ALA minimum annual expenditure were maintained. If the average life expectancy is longer, the collection will grow more rapidly. It would seem as a practical matter, therefore, that major attention and concentration can be placed on the annual expenditure and that the collection deficit figure of $106 million could be used as a benchmark to measure improvement or decline in future years without the expectation of its immediate elimination. It may be similar to the measure of classroom shortage.

It may be of interest to compare the professional need for school librarians to the professional needs of the total large city school systems. We can use as a benchmark the conservative goal of 50 professionals per thousand students.[6]

The Research Council of the Great Cities Program for School Improvement has supplied in its studies and publications valuable data for a number of very large cities.[7] If the practices of the large cities in this group are typical of the total group of 21 we are considering, then a figure of approximately 40 professionals would represent current practice. New York City which has about 45 professionals per thousand pupils must be considered separately from the group because of its size. Adjusting for New York City, it can be estimated that the 21 city systems would need about 39,000 additional professionals to bring them up to the standard of 50 per thousand pupils. The approximately 9,000 librarians estimated as needed above would represent about 23 percent of the total. You can decide whether this would be too much to expect as the school library's share of any increments. It would seem that increases in the school library budget will have to be spread over a number of years unless substantial special aid programs above the local district level are devised and enacted.

Financing the Big Cities

This conference represents a growing concern with urban and metropolitan problems and in particular the problems which face the core city in our rapidly growing metropolitan complex.

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[5] National Education Association, *Selected Statistics of Local School Systems, 1962–63,* Research Report, 1964—R11. August 1964.

[6] Considered as a minimum standard by the Educational Policies Commission of the National Education Association in *An Essay on Quality in Public Education,* 1959, p. 17.

[7] William P. McLure, *Fiscal Policies of the Great Cities in the United States,* November 8, 1961; *Some Determinants of Educational Costs in Eleven Great Cities,* March 8, 1963; and *Some Studies on the Financing of Public Schools in Fourteen Great Cities of the United States,* Aug. 23, 1964, all mimeographed. See also policy statements of the Research Council of the Great Cities Program for School Improvement entitled *Fiscal Policies to Meet the Needs of the Great City School Systems in America,* 1963, and *The Challenge of Financing Public Schools in Great Cities,* 1964.

Concern with the special problems of the large city represents somewhat of a paradox, because in the past these cities have represented both the concentrations of wealth and frequently the most advanced leadership and practices in education. To a large degree the cities, at least in the abstract, still represent formidable concentrations of wealth, but their problems have increased more rapidly than their wealth.

What has actually happened is that the urban pattern itself has changed in this country. Instead of isolated urban concentrations largely confined within legal city boundary lines scattered across the Nation we now have metropolitan complexes made up of a core city or cities and burgeoning suburbs and exurbs which frequently overshadow the original city both in geographical size and population. When most people speak of Boston, Chicago, Omaha, or Los Angeles, for example, they do not think of just the original core city but the metropolitan area which may be made up of literally dozens of cities, towns, and school districts plus numerous other special districts, such as those for sanitation and parks. In only a relatively few areas, particularly in the Southwest, have the original cities managed to contain most of this growth within their boundaries through aggressive annexation. Even here, however, the school district of the core city has normally not expanded with the city and the metropolitan area will be made up of numerous school districts. For the Nation as a whole there is an average of about 30 school districts per metropolitan area.

The Bureau of the Census has compiled considerable data about the metropolitan areas or Standard Metropolitan Statistical Areas (SMSA's) as they define and label them. In 1962, for example, some 59 percent of all public and elementary and secondary pupils in the United States were enrolled in the school systems in 212 metropolitan areas.[8] The 10 largest SMSA's alone represented 20.8 percent of the public school pupils in that same year.

Interestingly enough, the metropolitan areas as a whole apparently have the wealth to meet their needs if it were properly tapped. The assessed value of property subject to tax in SMSA's in 1961 represented 69.2 percent of the total for the United States. This becomes particularly significant for school districts since they rely so heavily upon the property tax. That is 69 percent of the property for 59 percent of the pupils. Even more significant as a measure of wealth, however, is family income. In 1959, the last year available, the median income of families inside SMSA's was $6,324, but only $4,485 outside of these areas.

If the wealth is there, then what is the problem of school districts in the urban areas? The problem is essentially twofold: (1) the location in number and needs of pupils does not usually correspond with the location of wealth because of school district fragmentation, and (2) the school districts, because of legal limitations, may not even be able to adequately tap the wealth they possess. Most school people are aware of the frequently wide variation in assessed valuation per pupil among school districts. Many are not aware of the income variations within the metropolitan areas. In 1959, the central city portion reported an average family income of $5,940 while the wealthier urban fringes reported $7,002. Moving further out to the more rural but nonfarm area, income dropped to $5,830, and in outer fringes of the SMSA family income was only $4,543. These are averages and a particular SMSA may represent a better or worse picture.

With this maldistribution of wealth there is a maldistribution of educational problems, both in type and intensity. The suburban areas with their rapidly expanding population face the problem of housing their children in new school buildings and meeting the demands for enriched educational programs by education-conscious parents. The central or core city school districts, on the other hand, frequently face the problem of increased school housing needs because of the changing racial pattern and changing socioeconomic status of families, in spite of a declining population—larger families and therefore a larger school age population. The problem is compounded by the need to replace antiquated structures and the demands for special educational programs to salvage the pupil from the debilitating effects of his family or socioeconomic background. Dr. Brownell dealt more extensively with these factors in his address.

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[8] Because of growth, 216 areas now meet the criteria necessary to be labeled metropolitan.

There is no question in most of our minds that the problems facing the large core city school districts are special and are deserving of greater attention and money than they are now getting. Part of the difficulty has been in defining the "special" nature of the problem. In most States where there is a special category of student, the mentally or physically handicapped, for example, which requires extra care and therefore extra money, the States have assumed this burden and paid at least the major share of excess costs involved in the program. In these cases, legal definitions are constructed for the "special" students and all who meet this definition are eligible for aid.

It has been more difficult, if not impossible, to define the disability of cultural or socioeconomic "handicaps." When we utilize the standard and available socioeconomic measures, there are as many pupils outside the core cities that meet these standards as inside. Any aid programs based on these criteria, then, become extremely costly and probably place a greater burden on the cities than if they financed them alone, due to the share they contribute in State taxes. When you analyze it, the reason why these socioeconomic criteria do not favor the city is quite simple: The socioeconomic groups which are bringing the problems to the city have come from outside the city and there are still many more at the source. It is the rural areas in our States where the greatest relative poverty still exists.

Are there any criteria which can be used to aid the large city without too much dilution? As I have weighed the various criteria, there is only one, density of population, which explains the peculiar problem of the large city. Poverty is bad any place, but when it is concentrated in the high density urban core, its effects are multiplied through increased health and safety hazards, inducement and ease of criminal activity, and frequent destruction of the family unit. An isolated illness in a rural poverty area may become an epidemic in the crowded city. A fire in the country may become a disaster in the city.

From the point of view of the educational role, conditions are different in the city from those in the rural area under the same relative levels of poverty. In the rural areas, the children are normally kept occupied whatever the quality or level of their education. In the city the school dropout becomes the unemployed, particularly if he is nonwhite, and the poorly educated, whatever their color, are ill equipped to meet modern industrial and labor requirements. The result may be concentrated unrest, dissatisfaction, and social disorder, even physical violence.

To some extent the treatment of the problem in the city is symptomatic in that the problem comes from outside. On the other hand, it is the urban conditions which increase the intensity of the problem, and it is for urban life that these groups must be trained. Where better to do this training than in the city? The problem of the city is the problem of the State and of the Nation today, for we are more than two-thirds urbanized. So far, however, there has been more recognition of the special problems of health, safety, and sanitation in the cities on the part of higher levels of government than there has for education. Density of population has always been tied closely to these other governmental programs because it was only in dense or urban areas that regulation affecting health, safety, and sanitation was essential to prevent disaster. The similar position of education and training has not been recognized.

In more specific terms, what type of solutions to the financial problems of the big city school districts might be effective? One solution which the facts on concentration of wealth would seem to bear out is that the metropolitan areas, if they were given sufficient taxing authority, could probably support an adequate educational program. This would require, however, a realinement of school district boundaries, or the establishment of areawide equalization programs for a better distribution of wealth in relation to educational needs. It would also require giving the metropolitan area access to nonproperty sources of revenue since it is highly doubtful that the property tax could handle the increased burden. Complicating any local solution, of course, is the reluctance to modify traditional boundaries, the unwillingness of favored economic units to relinquish their position, and the frequent lack of sympathy of the State legislature toward the problems of the metropolitan areas within their State.

An aid program based on density of population by a higher level of government offers distinct possibilities for the large city school district. Any such aid, whether at the metropolitan area, State, or Federal level, would probably also have to include socioeconomic limiting factors in addition to the population density factors. This would be necessary to prevent aid, for example, from going to relatively wealthy apartment house districts which might otherwise qualify. Aid related to attendance districts within a school district might also be considered if we are to get to the real crux of the problem—the need for unequal expenditures for certain schools within school districts to overcome the cultural or socioeconomic handicaps.

Only one State, New York, has geared its aid, at least indirectly, to density. This is done by allowing an extra portion for cities over 125,000 population in the State foundation program. Population is not equal to density, but there is likely to be a close relationship in the very large cities.

It would be helpful in planning future aid programs if cost analysis techniques could be used on those programs designed to aid the socially handicapped. To date, virtually no information exists on what a fully effective program for the disadvantaged in our urban areas would cost. The lack of such information makes it difficult to justify extra amounts for the city schools even though the need, in general terms, is recognized. Persistent and imaginative exploration, experimentation and research will ultimately produce solutions, but the process needs to be hurried. The fever point has been reached and a cure is needed. The obvious cure is money, but the hard decision of how it is to be used and where it will be obtained remains unmade. The responsibity lies at all levels for this is a common problem.

School libraries will undoubtedly play an important role in any educational solution adopted, but the fiscal fate of the library program is tied to that of the school system and to a high degree to the freeing of resources to meet all of the functional needs of cities, for effective education has never been and can never be an isolated and self-contained function, no matter what the basis of organization. While maintaining our concern for the ongoing traditional problems of education, we must take bold and effective action to meet the needs of urban life, as typified in our large cities, because it is education which offers the greatest hope of creating self-respect as well as respect for others and in making the city a decent and desirable place in which to live.

Interpreting Needs in Financial Support for School Libraries

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AS EARLY AS 1835 alert educators realized the importance of school libraries and the necessity for their public support. New York State was first, followed by Massachusetts, and then my own State of Michigan. Taxes were levied in each school district in these States for the specific purpose of establishing and maintaining school libraries. Nineteen States had passed some sort of legislation by 1876 in support of school libraries—and then the movement failed. Why? Largely because there was a prior claim to public funds from those departments and subject areas where there had been a demonstrated need. It was a fairly simple matter to prove that all children should be taught to read, to write legibly, and to cipher. The nebulous plus factors attained by "free" reading were more difficult to demonstrate, and well nigh impossible to prove. So the school library movement languished, and presently faded out altogether in favor of the practical courses demanded by citizens suddenly conscious of their responsibility to provide public education to the masses.

As public education became mandatory by law and school population increased, the need for a larger portion of tax money to support the burgeoning schools also increased. Administrators allocated funds where the need was most apparent, for salaries, textbooks, equipment. Seldom did the taxes cover more than the bare essentials, and the continuing spiral of school enrollment made it increasingly impossible to provide any "extras."

In the early 1900's there was renewed interest in school libraries in some few communities. However, it was not until the 1920's that far-sighted educators realized that, if quality education in the public schools were to be insured, children must have access to more information than that found in their textbooks. Once more school libraries were organized and their maintenance assured by the school systems which supported them. Then came the depression. Most public schools barely managed to maintain the status quo, and the development of school libraries once again came to a standstill. It was not until the period following World War II that the movement again gained impetus. The population boom and the tremendous explosion of knowledge focused attention on the necessity for new and better school buildings. In most urban areas these new buildings included libraries. Indeed, the emphasis on individual study after the war made it mandatory for school planners to think in terms of a library-centered school.

With the resurgence of interest in school libraries came the necessity for establishing standards for book collections, personnel, equipment, and the physical plant. In large urban areas it soon became apparent that some one person should be appointed to coordinate the program for school library development, and the position of school library supervisor came into being. In addition to establishing standards for school libraries in his community, one of the supervisor's chief responsibilities became the interpretation of the financial needs of the libraries under his supervision. It is this major problem with which we are particularly concerned today.

How does a library supervisor plan to interpret the needs of the school library to his administrators, and to the public which ultimately must support the program if it is to prove successful? Rather than waste your time theorizing about what might be achieved in an ideal community (whatever that is), I shall confine myself to a few very simple, practical suggestions which are basic in approaching financial problems in large city school systems where the demands are many, the pressures great, and an adequate budget often seems only a remote possibility.

It is axiomatic that a well-developed library program must be presented to the administration as a prerequisite to a plea for funds. If this sounds like an egg-before-the-chicken approach, keep in mind that nothing succeeds like success. One effective school library, enthusiastically endorsed by faculty students and community is a far more persuasive argument than a thousand paragraphs. The supervisor who concentrates on securing well-qualified personnel and on providing a book collection based on a sound selection policy; who initiates communication with subject area supervisors, and seeks to serve their needs; who is constantly aware of changing curricula and anticipates the library's role in meeting these changes; who is sensitive to the unique character of his community, and strives to provide special resources and services for it, has already provided the best interpretation of the library's financial needs.

Assuming that the supervisor has attacked this elementary step with vigor and enthusiasm and has demonstrated that there is no question as to the value of a good library in each school, he is then ready to face the problem of providing the best possible library service for every school in his community. National standards help immeasurably here. It is the supervisor's responsibility to acquaint his administrators with national standards for school libraries, and to point out wherein his own system does not measure up. The wise supervisor will develop a long-range plan which will allow for a gradual escalation of library services, understanding that no administrator, no matter how sympathetic, can immediately produce the funds to provide full-blown library facilities for all schools.

I hasten to add that there will be many discouragements, and no one should assume that a carefully prepared proposal will immediately be adopted, even though every official charged with budgeting the school's money may be convinced that each item is worthy of inclusion. The school library supervisor is constantly reminded that the library is but one part of the total school picture, and that budget allocations must be made on the basis of primary needs.

The supervisor learns to assess his dreams and to come up with some practical suggestions within the basic allocation provided for his department. He may decide that centralized processing and cataloging would be more beneficial to the effectiveness of the library program than anything else. If so, he concentrates on this area, and endeavors to persuade the business manager and the budget committee that such a service would actually be a saving for the school system, in addition to providing better library service by freeing the librarian for professional endeavors.

In this connection, I would stress the importance of good relationships with the business office. The library supervisor needs to develop a close working relationship with the purchasing agent, the business manager, the budget director, and any other individuals who have the responsibility for decisionmaking in the area of school finance. If the supervisor can establish respect for his special knowledge of the library field and can keep these key people informed as to the developments in program, equipment, and library planning, he will find them invaluable allies as he seeks additional funds to improve the libraries in his school system.

It behooves the supervisor to have facts and figures ready to explain and demonstrate the need for the items he is requesting. He must be prepared to present these materials in a friendly, persuasive manner whenever and wherever possible. He must be aggressive, but not obnoxious, in promoting his program. He must ask and ask again for those things he considers essential to implement sound, effective library service. He should prepare carefully documented reports of progress at frequent intervals, culminating in a comprehensive annual report.

It is folly to assume that all good administrators are familiar with the peculiar needs and problems of the school library department. The alert supervisor finds many ways to present his ideas to those in authority. He initiates visits to successful school libraries; he plans demonstration lessons in school libraries for key personnel; he circulates professional library journals to the administrative staff; he confers with architects and equipment experts and invites business-office personnel and curriculum coordinators to sit in on some of these conferences; he participates in curriculum conferences and workshops. In short, he seeks every possible opportunity to inform the administrative staff about matters which concern the development of a strong school library program.

It is also highly important that the community be kept informed of the financial needs of its school libraries. The library supervisor will find many opportunities to speak to parent groups, civic and professional organizations, and interested citizens on the merits of the school library program. An informed public is generally an interested public, and often progress is quickened by an alert citizenry determined to secure the best educational facilities for their children. The influence of an informed community cannot be overemphasized.

The practical problem of preparing the annual school library budget is a formidable one. The supervisor will be guided, necessarily, by the principles of his own school system. If he has succeeded in establishing a sympathetic climate, his proposed budget, detailing every need, will merit careful consideration. When final decisions have been made by those charged with the responsibility of cutting the budget pie, the library portion may prove to be less than adequate. The supervisor then faces the frustrating task of deciding what may be eliminated, and what must be included. To those of us who work in large city school systems this adjustment is a way of life. We have come to realize that we must do the best we can with what we have, assessing our gains and losses after each budget session in relation to our long-range plans. When we fall far short of our goal, we begin to make a better plan for the next year, conscious that we are limited only by our own lack of vision.

This is an exciting time to be working in the school library field. Great things have happened within the past 2 years to add impetus to the development of effective school libraries; greater things yet are in store as Federal legislation opens the doors to unlimited opportunities. It behooves each one of us, as supervisors of school libraries in the large cities, to be alert, informed, and ready to interpret our financial needs to our school administrators, and to the community we serve.

VII. Guidelines for Action

Guidelines for Action for Urban School Libraries

Arthur R. Lehne, Assistant Superintendent, Chicago Board of Education

AN ACTION PROGRAM for school libraries in America's great cities involves a dynamic approach on the part of those who administer, operate, and nurture the library, on the part of those who build schools around the library, and those who provide services to teachers, to pupils, and to the public. It is my intention to approach the action library today from the standpoint of the school administrator and, on this basis, to delineate guidelines for action. To discuss the school libraries of the great cities with the innovators and leaders of the school library program who are here today from any other vantage point would be presumptuous indeed.

An action program for school libraries involves creativity and daring new approaches; it involves understanding, cooperation, and a proclivity toward change. This does not mean that the job has not been done effectively in the past; but it does mean that it is manifest that we find new answers and approaches to bring the school library to its position of eminence and new service as the very heart of the educational program. There is now so much to learn and so little schooltime to assimilate knowledge. Through books and research materials, periodicals, visual aids, and gifted teachers and librarians we acquire knowledge. Acquiring knowledge is but a part of the educational process. It is only when knowledge becomes distilled that wisdom follows. It is here that the librarian can be the master to the learner. There is so much to transmit, and so many doors to help open for those who come with so little to our great cities today. Without an action program, the doors of a library and of a city are virtually closed. The day of a library as a study hall, if indeed it ever was, or as a service only offering a quiet place with books during nonacademic periods of the day, is gone.

An action library program is a corporate part of an action school program in changing cities in a growing nation. Never before within this century has the challenge of the school library or responsible librarianship, if you will, been so great nor the status of those who work with books and ideas and people so significant.

When Dr. Benjamin C. Willis, the general superintendent of schools in Chicago, undertook the responsibility of planning, designing, and creating a new facility to train teachers for service in the city, he started with the library. He began by calling together the finest minds he could find in America, literally locked them up in a hotel room for 3 days, exhausted them, and came out of that conference with a page for the future, guidelines for action, if you please—a plan to erect a new teachers college 25 years ahead of any other collegiate institution then on the drawing boards, an institution that would be just as functional as those that will be built in the year 1990.

The planners started with the library. They put up study carrels in the corridors and wired these carrels for tapes for the vast array of study materials on the market and those coming on the market. The second multivisual screen in any college in the country is found in the Chicago Teachers College North where four or so image projectors hooked to an IBM machine can flash pictures on the screen to aid in the learning process. Does this change the concept of a library and library service? Indeed it does.

In our high schools today more and more thought is being given to independent research, literally to bring the graduate seminar down from the universities into the secondary schools. This calls for imaginative librarianship and an action program plus more books, more materials, and more personnel.

More and more we hear about team teaching and about innovations, about creativity, about somehow or other getting youngsters so excited about ideas and learning that they assume an increasingly larger proportionate share in the self-directive process of seeking knowledge and education. This calls for an action program in school libraries of great cities.

What are some of these other innovations, developments, and changes that influence, direct, and modify the use and the function of the library? In addition to team teaching and advanced placement there is, of course, the multitrack curriculum in which we group children at levels at which they can make maximum progress. Does the multitrack curriculum mean more library resources at a wider range of levels? Indeed it does.

The explosion of knowledge and the great expansion of subject matter are significant to us as we develop guidelines for action. Some will recall the story of a young man in a physics class who complained to his professor about a final examination. Evidently he had acquired a copy of the previous year's test and he informed the professor that these were the same questions used last year. The professor's reply was, "They are the same questions but, this year, the answers are all different." Surely, then, an important role of the library is to update materials. A side issue of the same factor is the need for the librarian to share with students the fact that not everything in print is true and that critical thinking sharpened through wide reading is a crucial aspect of living in today's world.

What about advanced placement? Is this important? It was not very many years ago that just a handful of schools were offering classes in advanced placement. Today there are thousands of classes and the number of schools participating in advanced placement programs is rapidly expanding. What modern-day, secondary school administrator worth his salt in a community with a modicum of gifted pupils does not offer these courses with or without a label?

How about some of the new techniques in teaching beginning reading? How about the nongraded organization that is spreading from coast to coast to break the lockstep of the traditional grade organization? Does this have implications for the library? Can we draw guidelines for action from these changes? Indeed we can.

Do you know of schools today where the scholar is getting the recognition that the athlete got in years past? I am sure you do. Does this have implications for the growth of the library, for the way it is staffed, manned, and guided? To mention just another, we see the increased interest in the slow and the reluctant learner. No longer can we dismiss this youngster; no longer can we carry him until he leaves our schools. Is this new concern of interest to the librarian? Do we have a share in the development of library resources that can break the lockstep—that can put a glow in the face of boys and girls where apathy existed before? I think we do. These are just a few of the many forces in education that shape and direct our library program.

How do we staff the new library which we need today and would envision for tomorrow? We seek out for library management the most dedicated, able person available; one who loves books but loves knowledge and people even more; who can work with ideas—who does not wait for the teacher or the pupil to come to the library but seeks them out to draw them in; one who can handle, or direct others to handle, all aspects of audiovisual aids, books, filmstrips, tape recorders, reading accelerators, recordplayers, braille materials, filmstrip viewers, and cartridge-loaded visual aids.

Surely, you will agree that a school librarian must be a specialist in two fields—education and librarianship. When we staff our libraries, we must staff them with people who understand child growth and development, who know curriculum, who are able to work with teachers and pupils, who are familiar with materials needed by young people and who are interested in youth.

What are some of the questions that we raise about staffing? How many librarians in a school do we need to give adequate service? One to every 400 pupils, some suggest. We can only really approach this question when we have answered the question about the kinds of services that we must provide. But always we must be thinking about the program of preparation for our personnel.

The action library works closely with teachers. It has the materials for the next unit of learning at hand the week before the teacher may only be thinking of the idea. It makes teaching easy and learning exciting.

How, then, do we staff the library? We staff it with confidence. We staff it with a multilevel of skills—we do not insist on the same qualifications for all. We staff libraries with a generalist and with specialists. We put together a blend of people in a large high school library somewhat like an orchestra—professionals who are highly trained, noncertificated staff, student aides, and teacher aides.

We make it easy for teachers and pupils to use the library. We keep it open during the day and the evening, not as a substitute for a crowded home but as a dynamic component of the learning process.

Should we question erecting public libraries in the city to stand partially used, to be separate entities, divorced from the institutions that nurture them? How far can we go in the joint process of shared facilities? How far have we gone? Not very long ago the school that was built in a park was somewhat of an oddity. The city school of 1890 had to be built on as tiny a piece of land as possible, surrounded by an iron fence and boxed on four sides by buildings even more ugly than the one that served children. Today the school-park plan is basic to urban planning.

An educator interested in equipment stated that the furniture we used in schools was mainly prison built—poorly designed, uncomfortable and intended to be that way. He raised the question: "Shouldn't children have furniture as comfortable as parents demand in cocktail lounges?" Indeed, as we bring rugs into the library for acoustics and atmosphere, as we provide seating conducive to need and function, we move the library into the 20th century.

Just as we have opened up the school to the light and to the public and literally thrust the underprivileged of the city into the mainstream of middle class America, so must we do with the library within the school. I can see no reason why the school library should not function 6 days a week, should not be open 14 hours a day—and, of course, be staffed for it—and should not draw people to it just as a good school holds its public and makes that neighborhood a good neighborhood in which to live.

In Chicago, Dr. Willis often refers to the school library not just as a service to pupils but rather as a need that nourishes them and helps them go; a part of the process of putting a floor under all, a ceiling over none. The library is to pupils as gasoline is to the automobile.

Libraries are an investment in people. They are so much a part of quality education that the words "library" and "quality" are inseparable in the educational process. You must indeed be proud of the movement and thrust and the change in American society in which you play so dominant a role. An action library program in an action city? Yes, indeed.

What is it that we do to achieve our goals? Here I caution you that these refer to action goals—rooted in function, purpose, and objectives rather than data, such as size of collection, materials circulated, or library attendance.

We achieve goals through achievement of values. The school librarian, often the most literate person on the school staff, can fail to communicate to the public or his colleague what he has to offer. If I were a librarian, I'd get a new or an interesting book in the hands of the school principal or superintendent every week! I'd have the best bulletin that could be produced in the hands of teachers and parents every Thursday morning. I'd make everyone a partner in the library.

You have a way of reaching boys and girls through the services you provide through the power of education. While I have stressed technology, change, innovations, should the librarian ever succumb to the mechanism of product distribution, the program is handicapped.

We are caught in a price squeeze which becomes more and more apparent each year that we make out our school budgets. As Dr. Alford points out, the 21 larger cities fail to provide for $17 million required each year just to keep even with needed library book expenditures. This estimate is conservative. Unless we start thinking about $6 per urban child for library materials, we will never catch up. To equip or staff school libraries, most of the funding has been coming from local sources and will continue to come from these sources.

Professional librarians realized, long before the sociologists developed their vocabularies, that a school with its books and teachers and librarians, with its ideas and program can contribute more than any other public institution to building quality into the lives of people; to take the product of the city—the downtrodden, the disinherited, the ambitious, the bypassed, the seekers of a better way of life—and to thrust them all into the mainstream of America's path; to build, if you please, that strong middle class that is the very rock of this Nation.

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